

# THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

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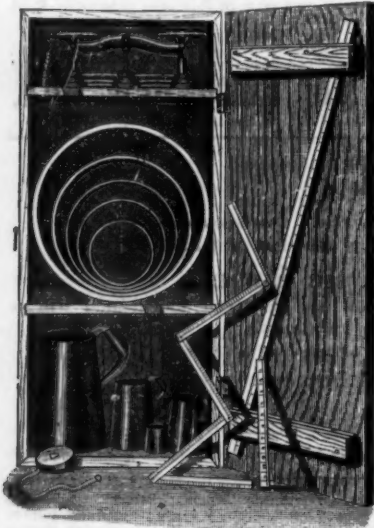
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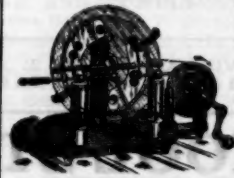
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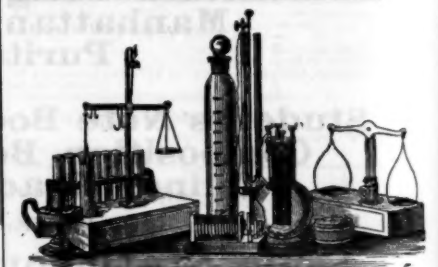
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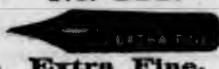
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The SCHOOL JOURNAL is sent regularly to its  
subscribers until a definite order to discontinue  
is received, and all arrears are paid in full.

Not only around our infancy  
Doth heaven with all its splendors lie;  
Daily, with souls that cringe and plot,  
We Sinaitis climb and know it not;  
Over our manhood bend the skies;  
Against our fallen and traitor lives  
The great winds utter prophecies;  
With our faint hearts the mountain strives,  
Its arms outstretched, the druid wood  
Waits with its benediction.

THE Pope sent Cardinal Lavigerie on a mission to  
England to arouse public sentiment there against  
the African slave trade. A meeting of French  
deputies and English members of Parliament has  
been arranged for Oct. 22, to stimulate public opin-  
ion in favor of French, English, and American  
arbitration. An expedition has started in search of  
Henry M. Stanley. A Congressional committee is  
investigating the charges that laborers are brought  
from Europe to Castle Garden under contract with  
American employers. The municipal authorities of  
Paris have assigned a plot of ground to M. Jovis, on  
which to construct his balloon for crossing the  
Atlantic. Congress is considering a national militia  
bill which provides for a volunteer reserve force

100,000 strong, to be called the National Guard.  
The Congressional committee on "trusts" in a  
report showed how corporations avoid the con-  
spiracy laws. Mr. Randall's physician reports that  
he is improving. Mr. Blaine will return to this  
country from Europe soon. A special Parliamen-  
tary commission of inquiry is proposed to investigate  
the charges against Mr. Parnell.

IN the summer conventions of 1888 the new educa-  
tion will not be discussed as it was in 1882-3; it  
is practically admitted as a fact; its methods are  
adopted, as far as known. What the new education  
is, is better understood; its adoption is something  
that is only a question of time. The only obstacle  
it can have is ignorance.

The spread of Froebel's principles in this country  
was made at a very slow rate for many years. The  
ordinary teacher would not tolerate such a thing as  
play in school; the parents would not tolerate a  
teacher who did not teach the children to read. In  
one instance a popular private school teacher gave  
a lecture on the kindergarten, hired a teacher, and  
opened rooms for the children. But when it was  
found out that the children did not study books,  
and especially did not learn to read, they were all  
removed.

But time and discussion began to tell, and espe-  
cially when Mrs. Kraus-Belte began to lecture at  
the conventions, and to instruct kindergartners,  
there was decided progress made. The work of  
Col. Parker and Supt. Rickoff was a recognition, in  
part, of kindergarten ideas, as we may say; to put  
it more exactly, they founded their work on the  
ideas of the great German educator. There were  
teachers in all parts of the country who began to  
see these foundation principles, often partially,  
hazily.

Thus had things been standing for some time.  
The JOURNAL had from the outset dedicated its  
efforts to a reform in existing methods, and had  
battled with earnest endeavor, but with little to  
show for it. When, however, it published the  
methods employed in the Quincy schools, as re-  
ported by Prof. Murphy, there was a thrill felt;  
teachers now saw what was meant when they were  
urged to use better methods in their teaching.  
They had something objective before them.

A well-known institute conductor cut out of the  
JOURNAL these reports and used them for notes of  
his lectures on methods. They were copied by  
newspapers, and widely diffused. In referring to  
them they were spoken of as the "New Methods,"  
and the ideas and the methods together as the  
"New Education." Probably the JOURNAL was the  
first to employ the terms in this sense.

But in this world influences begin, to go on. It  
was impossible to accept the ideas of Froebel in  
part. The natural consequences are the manual  
training methods; they must come, too. Every  
method that shows itself to be a natural, right  
method must be adopted. We must be open and  
ready to accept all improvements that can show  
themselves to be well founded. The manual train-  
ing methods are all new, and will have to be tried;  
many mistakes will probably be made, and proba-  
bly some serious ones, but this must be expected.

THE JOURNAL has felt obliged to criticize the  
work of all the associations, from the humblest  
state meeting to the great national convention.  
And no state has had severer strictures than our  
own, the great Empire State. To come together  
and read papers is one thing, to plan in a humble  
way for better methods for wider culture is quite  
another. The latter we have advocated. But  
teachers like "buncombe" as well as other people,  
and they get their share of it. A short talk like

that of John Woodhull's, showing how a teacher, or  
even a pupil, may make out of a lamp chimney a  
piece of apparatus to illustrate the common pump,  
is worth an hour on the "Importance of Teaching  
Physics in the Common Schools."

And this leads to the point that must be kept in  
view in all gatherings of teachers. The subject of  
"Methods" must be discussed. Now, there are  
very skillful teachers in New York State, and they  
should meet to impart their skill. Let a class be  
brought before the primary section, for example,  
and let a teacher teach it numbers, or drawing, or  
objects. Let a teacher show how he would teach  
the pupils to make and use apparatus and make  
experiments.

It must not be forgotten that many a man who  
can produce a fine paper fails to carry out his own  
suggestions. The writer hereof heard a fine paper  
at an institute, and in the innocence of his heart  
walked a dozen miles to see that teacher's school.  
It lacked everything that he had recommended in  
his paper, and great was the disappointment that  
was felt.

Those who come to the conventions are, as a rule,  
the live teachers of the state; they want light. So  
that we advise that it is not wise or expedient to  
run a convention on wind alone.

STILL there are people who purposely or igno-  
rantly misconceive the new education. At  
Watkins Glen a party of teachers were sitting  
together, and one, an elderly principal, remarked  
with a sneer, "He thinks that is the new educa-  
tion."

"What do you mean by the new education?"  
spoke up a bright lady-teacher.

"Oh—ah, well, I mean that kind of wish-washy  
teaching where the teacher does all the work."

"Yes, where she kisses all the children in the  
morning," chimed in another.

"And where they are never crowded and made  
to do their work," said another.

"Well, I am a new educationist," said the young  
lady, "and I don't think there is anything wish-  
washy about my teaching; my salary has been  
raised; I could go to other places; I don't kiss the  
children, they do sometimes kiss me; and as for  
'getting their lessons,' as you call it, I will put my  
school along side any old education school for an  
examination."

"I fear, gentlemen, you have put up a man of  
straw and are knocking him down, and suppose  
you are hitting what you call the new education,"  
said a gentleman. "That's just what Parker did.  
He went around and caricatured our way. He was  
great on putting up a man of straw and knocking  
him over scientifically."

Here the conversation became general. But it is  
plain that thousands do not know what they are  
talking about when they talk about the new educa-  
tion.

"WHAT suspicious people teachers in general  
are!" This was said at the Watkins  
meeting by a teacher of wide acquaintance. And  
it is true. If a measure is proposed in the conven-  
tion, it is at once supposed there is some ulterior  
purpose, and it is opposed tooth and nail. Some  
years ago a candidate was proposed for the presi-  
dent's chair; he was an excellent man, and perhaps  
does not know to this day what defeated him. It  
was his backing; he was put forward by one who  
was suspected of having a "job" of some kind in  
view.

The teachers, being masters of the school-room,  
cannot accept even leadership; but they must have  
leaders if they would succeed. Let them unite  
cordially and work together, or they will throw  
away four years out of five.

## BOYS' CLUBS.

It has become one of the features of our city life to gather the lads, who maintain themselves, into associations. The "Newsboys' Lodging House," was the forerunner of the "Boys' Club." The former was a charitable association; the latter is social. Of course there are features in the latter that show it is an outgrowth of the former, but it is an advance growth. In large cities some of these clubs are mainly composed of newsboys and bootblacks; in smaller towns the membership is quite select. The club, it must be said, is not a boy's invention; neither are his clothes nor schools. It is an institution that aims at refining him by agencies that are usually overlooked or underrated.

The club must not be a school, it must be managed mainly by ladies, there must be amusements. These three points seem to be the common ground for all the clubs that have been started—that have been successful. Some have added manual training like wood-carving, fret-sawing, &c. But the main object is pleasure—pleasure that comes out of sociability. In some cities there are dormitories attached; or the club may be said to be attached to lodging-houses. There is always a reading-room, and the library has entertaining books.

It is always planned to have the boys help in the management of the club; any club that neglects this fails sooner or later. In some cases a boy who has influence with his fellows has been hired to help keep order. In a case that has been in the papers, a boy who had been "the street boys' king" was employed and became a most efficient helper. It is sometimes the case, that one who wants to get hold of the street boys, begins with some good boys, but it is a mistake. The knowing reformer begins with the worst one he can find.

It is found to be a good thing to give some entertainment once a month, this may be a "lantern show," "conjuring," a good lecture, singing, recitations, tableaux, etc. Here skill is needed, for the street-boy will have no "preachments." Those who have been regular attendants at the club get tickets to these entertainments. Then there is Christmas, Thanksgiving, &c. The street-boy likes a picnic better than any one else.

The difficulty of managing these clubs is what deters many from attempting to form them, and it is what brings many to an end. A young man had gathered fifty boys and promised them a lecture. The speaker was an elderly minister and as he entered the room several shouted, "What is that old cove here for?" The minister knew his audience and said in a loud and cheerful tone, "This 'old cove' has come here to tell you a bang-up story, one that will make you holler." He was often asked for afterward. "Bring down that old cove that told us those bang-up stories." Now if he had said, "Boys, I am amazed that you speak so irreverently of a minister of the gospel," he would have been laughed at.

A man who had contributed liberally to start a boys' club was invited to come on an evening. He found a hundred boys gathered, all noisy, none respectful or thankful, and he was greatly dissatisfied. Yet that same club became a great power in that section. It is important to group boys according to their social propensities. In some localities, the young tanners, plumbers, carpenters, type-setters may form a very strong and reputable class; they sit down and read and study, listen to lectures, &c., like men.

As to fees, it may be said that these vary. The newsboys and bootblacks pay nothing. They will, however, deposit money in a bank kept in the club. In others, a cent a week is paid in, in some two cents, &c. The funds for managing the club must of course be given by benevolent people; the services are gratuitous, except the janitor's. The good that comes of gathering boys in these clubs is so apparent that they are steadily growing in numbers and influence.

## NOTES AND COMMENTS ON THE CALIFORNIA MEETING OF THE NATIONAL ASSOCIATION.

A notable incident in the meeting occurred when State Supt. Hoitt, of California, introduced to the association Colonel J. D. Stevenson, who occupied a seat on the stage. Most of the visitors had heard of the old colonel, ninety years of age, and they gazed upon him with wonder and curiosity, as he rose slowly to his feet to acknowledge the enthusiastic reception accorded him. He referred to his arrival here in 1847 at the head of his regiment, 600 of whom were under twenty-one years of age, and to the order that he gave them, as they were scattered over the state to take occupation for

the United States Government, "Look first to the school-house." He hired the first school-room in San Francisco, paying the rent and the teacher, and said that no one better than he could realize the great change that resulted in the bringing of the great Educational Association of the country to this shore. The aged colonel spoke in a clear tone and with a deliberate manner, that caused his remarks to be heard in every portion of the house. His ideas flowed logically and were well expressed.

The Pundita Ramabai, the well known Hindoo child widow, who has been visiting in this country for several months past, was a feature in several of the meetings. She is a woman of more than ordinary ability, speaking our language with great correctness and fluency.

It is the opinion of Miss Kate Wiggin, of San Francisco, that the kindergarten is a solution of the woman question. Whether this is so or not, we will not here discuss; but Miss Wiggin is sound in saying that girls of the present day are being trained too much like celibates, and that they should finish their education by a year or two years' contemplation and study of childhood. If the proper study of mankind is man, the proper study of womankind is childhood. It will be a dark day when woman fails to understand children.

W. E. Sheldon's beaming face was omnipresent. We thought that perhaps he made himself a little "too numerous," but he likes that sort of thing, and as he stirs up and enlivens affairs, we think that his activity tends towards the useful. But he must look out how he punches a lion under the fifth rib, as he did when he attacked St. Louis, in the person of Louis Soldan. Soldan is a native and gritty German American, who can use United States English to some purpose when he tries, and he did try when he answered Sheldon's attack. But, as it turned out to be a case of misunderstanding, it was all well in the end, so let it rest in peace this time, but don't do it again, Mr. Sheldon.

There was quite a "circus" in the normal department, when Mr. Kirk, of St. Paul, declared that the normal schools are not worth a rye straw. Either Mr. Kirk doesn't know what he talks about, or the normal school men don't know what they are doing. We understand that Mr. Kirk is deputy state superintendent of public instruction, under the state superintendent of Minnesota. We commend Mr. Kirk to the tender mercies of Mr. Kiehle, and Presidents Shepard, Searing, and Gray. They should either take some of the kinks out of Mr. Kirk, or reform the abuses in their normal schools, concerning which Mr. Kirk so bitterly complains. It is a matter demanding attention, which we commend to their immediate notice.

If we hear correctly the music section was quite musical over the Tonic Sol-fa. What a pity this Tonic Sol-fa system was ever invented. It is true that it is a great improvement over the old notation, but it is so upsetting. What was good enough for our grandfathers is good enough for the grandchildren. Let us stick to the good old sober ways of by-gone days, and give Tonic Sol-fa and all other improvements in educational practice the cold shoulder. Thus shall we preserve the peace of associations, and render more secure the work of supplying music for our schools. These new things are a nuisance.

We missed the ringing voice of Col. Parker. Why was he not here? Wasn't he invited? We imagine he was, even though the management might not have wanted him; yet the people wanted to see him, and had he been present, he would have received a royal reception. A national association without the Colonel is not national in the full sense of that word. We hope hereafter that no session of the N. E. A., will be held at which Colonel Parker will not be present, so long as he is in the flesh. When he is called beyond, we can then get along without his aid, not till then.

Mr. McCabe, of Brooklyn, expressed the opinion that the way to promote music was to get more of the "teaching" capacity in teachers as opposed to mere musical ability. This is sensible, but why does not the precept apply to all branches of instruction? It strikes us it does.

The number of universities and colleges on the coast which confer degrees was stated to be as follows: California 13, Oregon 6, Washington Territory 2, and Nevada 1. All but one of the non-Catholic institutions of the coast admit men and women on equal terms.

Dr. Horatio Stebbins, of San Francisco, expressed the opinion that three things characterize the untrained mind: The inability to deal with facts separate from men; the inability to deal with evidence, and the inability to understand things that depart from the range of daily thought. Good

The High School Section elected the following officers: President, A. F. Nightingale, of Lake View, Ill.; vice-president, Abram Brown, of Columbus, O.; secretary, Miss Lillie J. Martin, of Indianapolis, Ind.

Miss Cooper said that fifteen years ago there was but one kindergarten normal school in the country, and that was at Boston. The work of Miss Elizabeth Peabody was spoken of in words of praise. Dr. W. T. Harris discovered the scope and value of the Froebel system, and in his annual report as superintendent of St. Louis public schools in 1873 recommended the founding of a number of small primary schools, more or less on the kindergarten plan. In the following year one school was opened.

Mr. C. B. Gilbert, principal of the St. Paul High School, read a paper on "The Ethics of School Management" which was highly spoken of. We regret that we have not been able to get an abstract of it.

Miss Emily A. Rice, well known in New York, sister of the late Victor M. Rice, the eminent state superintendent of New York State, has been teaching for some time in California. She will be connected during the coming year with Ellis College, Los Angeles.

The following officers were elected for the coming year: A. P. Marble, Worcester, Mass., president; James H. Canfield, Lawrence, Kan., secretary; E. C. Hewett, Normal, Ill., treasurer.

The Californians call the Oregonians "webfeet," and the Nevadans "sage-brushers." We haven't heard what name the Californians give to themselves.

The welcome San Francisco and the state of California gave to their visitors was most hearty. It would be impossible to describe it, even though we should take the entire space of this paper. Not the least enjoyable feature of this welcome were the excursions given to the visiting teachers on Saturday, July 21. Two large ferry boats, the "Oakland" and the "Encinal," and one steamship, the "Belgie," were crowded with passengers. It was our good fortune to get a ticket on the "Belgie." Her course was first around the spacious bay, and then out through the Golden Gate on the broad bosom of the Pacific Ocean. The day was most enjoyable and passed without an accident. Thousands on board these vessels had often dreamed of the mighty Pacific, but how few of them had ever thought they should have the privilege of embarking, even though for a few hours, on its placid waters. An elegant lunch was served on these boats, free to all. No one can appreciate the bounty of these Californians without experiencing it. We have experienced and, *q. e. d.*, we appreciate.

There were nearly two hundred excursionists from the city and state of New York, nearly one hundred of whom went with the writer. The trip was an enjoyable one. We shall try and find space for the names of the party in the columns of the JOURNAL. The route taken was to Chicago over the N. Y. Central and Michigan Central, from Chicago to Denver on the C. B. & Q. R. R., from Denver to Manitou, Pueblo, Canon City, Grand Junction, Salt Lake City, and Ogden over the D. & R. G. R. R., and from Ogden to Frisco over the Central P. R. R. The New York "colony" held an informal reception in the parlors of the Palace Hotel at which resolutions heartily commending the hospitality of California and San Francisco were unanimously passed. The full text of the resolutions will be published in a future issue.

The climate of San Francisco at this season of the year is something strange. As we write, about noon, the weather is rapidly growing cold. This morning the sun shone warm and comfortable, but now a stiff breeze is blowing from the Pacific, and the afternoon and evening will be cold enough to require warm wraps and overcoats. San Franciscans wear winter clothing the year round, especially in the summer. The variation in temperature is slight the year round; the air at this season of the year is frequently filled with fog, and the chilly wind, charged with moisture, blowing from the ocean, penetrates to the marrow bones of those who haven't much flesh and fat to speak of. California can give to its people every kind of climate they want. At Sacramento to-day it is hot—100 in the shade; here it is about 60, and damp at that. Down at Monterey and Santa Cruz, it is spring-like and balmy, while at Los Angeles and Pasadena it is neither too hot or too cold; just right for man and beast to enjoy the world they live in.

[TO BE CONTINUED.]

THE state of Minnesota is the scene of a great invasion of grasshoppers. It has been feared that the crops will be entirely ruined. The state entomologist, Otto Lueger, has been investigating the matter and he says that under the microscope it appears that a parasite of very small dimensions is preying on the grasshopper, and that for that cause they will soon come to an end. This is an interesting item for the school-room

## BRIEF ITEMS.

MR. S. C. RANSOM, for five years principal of Yates City, Mo., schools, has resigned his position on account of poor health.

MR. COLLINS, of the Springfield High School, has become superintendent of the schools of that city.

MR. JOHN T. BOWLES, of Decatur, will be in charge of the DeKalb schools next year.

MR. J. H. BISHOP has accepted the principalship of the Oakwood school, Hannibal, Mo.

MR. J. F. PAXTON, of Louisville, Mo., a graduate of the State University, has been secured as teacher of Latin in the Hannibal High School.

SYDNEY SMITH once on entering a drawing room in a fashionable mansion, in the West End of London, found it lined with mirrors on all sides. Finding himself reflected in every direction, he said that he supposed he was at a meeting of the clergy, and there seemed to be a very respectable attendance.

PRESIDENT HOMER B. SPRAGUE, of the North Dakota University, has written a good article in *The Student* on "Training for Citizenship."

It is a historical fact that Washington, at the head of a nation, with an empty treasury, without credit, with a worthless currency, and a sparsely settled country, begged, insisted, and commanded that the officers and soldiers who served under him should be pensioned with full pay during life. Washington was a wise man.

JOHN HALF, of Westbrook, Ga., named his first child First Half; his next, Second Half; his third, Other Half, and his fourth, Best Half. He says that his blessings come in halves. Mr. Half never learned at school how many halves make a whole.

THE resignation of Dr. Washington Hasbrouck, principal of the New Jersey State Normal School at Trenton, has been accepted by the State Board of Education. It will take effect on February 1, 1889. Mr. J. M. Greene, of Long Branch, N. J., will be his successor. Dr. Hasbrouck has been a popular principal, and is recognized as an accomplished educator.

A TRAINING school for teachers will be opened in the fall at Springfield, Mass. The class will be formed of those who wish to become teachers, principally high school graduates. The course will extend over one, two, or three years, according to the progress made, and pupils will be employed as substitute teachers during the latter part of this time. Miss E. M. Reed, training teacher at Reading, Pa., and author of *Wentworth & Reed's "First Steps in Number,"* has been elected principal of the school.

"WHAT to do with the boys" is an important question. The article is another column, entitled "Boys' Clubs," will help to answer it. We shall be glad to hear from those who know about such clubs, and to publish facts concerning the movement. The plan will be welcomed by many teachers.

## A SUMMER NORMAL COLLEGE ESTABLISHED.

The most important action taken at the Arkansas State Teachers' Association, held at Dardanelle, was in reference to the establishment of a summer normal college. The second day's meeting was held at Morrilton, on Mt. Nebo, near Dardanelle, to consider the suitability of this spot for a summer school. The place was selected by unanimous vote. Professor Howell recommended the separation of the pedagogic department from the other branches of the State University, and its establishment in connection with the summer normal.

This is good news from Arkansas. We predict, as a result, better teachers, better schools, and great educational gain. Summer normals interest outsiders in the schools, give poor teachers advantages which they have not had, create a unity of feeling among teachers, offer opportunities for social enjoyment, and do good generally. But teachers must know how to get the most from them. It is one thing to sit down to a feast and eat, beginning with the food nearest, and eating all one possibly can. It is quite another thing to know what is best suited to one's physical needs, and to act on that knowledge.

## THE SUPERINTENDENT AND THE TEACHER.\*

Something more is needed in a superintendent or school committee than a knowledge of methods and of educational philosophy. These acquirements may be possessed and yet the heart may be cold; he may apply all his tests to the candidates and yet make poorer selections than could be made by the mother of a family, destitute of most of this professional knowledge.

"When a good teacher has been put in charge of a school, the work is his; the chief responsibility is his; and his methods should be interfered with as little as is consistent with that unity which a large system of schools must have. There must be a certain uniformity where pupils must constantly be transferred from grade to grade, and frequently from school to school of the same grade. Certain portions of a subject, arithmetic, for example, must be assigned to a certain class, and definite general results of the teaching must be insisted on. But all this is only a small part of the real work of the school. That work is the mastery of the part of a subject taught; the making it a part of the pupil's self; the mental grasp and expansion which so much of the study ought to give the pupil; above all, the influence which that stage of the pupil's progress ought to have upon his character; the teaching of self-reliance, of bravery in the face of discouragement, of modesty in success, of truthfulness where there is a temptation to make an apparent gain by deception and fraud—the morality, in short, which there is in the study of arithmetic or grammar, where the main purpose is to be true, and to plant one's feet upon real knowledge, and not to be satisfied with its semblance."

\*From the report of Supt. Marble, Worcester, Mass.

THE new principal of the New Paltz Normal School is Frank S. Capen, Ph. D., who is a native of Livingston Co., N. Y. He was for a year in the army, and soon after his return entered Rochester University, where he was graduated in 1868. The chair of Latin, Greek, and German, in the Jamestown Collegiate Institute, Jamestown, N. Y., was tendered him after graduation, which he accepted. In March, 1869, at the opening of the State Normal School at Cortland, N. Y., he accepted the chair of Mathematics, which he occupied for fifteen years and a-half, declining calls to important places in other institutions. During the Cortland controversy Supt. Gilmore appointed him vice principal in that school. In 1884, he accepted a call to the chair of Physics in Colby University, Maine, but preferring to work in his native state, he accepted in 1886, a call to the superintendency of schools and principalship of the academy at Norwich, N. Y., where he has been during the past two years. Upon his election to New Paltz, the board offered to make his salary \$2,000 instead of \$1,800 if he would remain at the head of the school system in Norwich. He enters on his work under favorable auspices; the Legislature has given \$40,000 for a new building, and there is a good attendance of pupils.

BROWNING says he had an offer of \$1,000 from a Boston paper for a short poem. An English magazine offered him a large price, which he refused, and then a still larger, which he again refused. Then they sent him a blank check, and asked him to fill it out to his own satisfaction. But he returned that also. "I cannot bring myself to write for periodicals. If I publish a book, and people choose to buy it, that proves they want to read my work. But to have them turn over the pages of a magazine and find me—that is to be an uninvited guest. My wife liked it. She liked to be with the others; but I have steadfastly refused that kind of thing from first to last."

THE annual meeting of the Louisiana State Teachers' Association, held at Baton Rouge, was an interesting occasion. The president, Mr. Warren Easton, and the officers associated with him, spared no pains to make the meeting profitable. Many good papers were read; many earnest discussions took place, and those who attended were benefited by the mutual interchange of thought. Industrial Training was a prominent subject, and was ably treated by Professor S. A. Knapp, Lake Charles, and Mrs. M. H. Hunt, Washington, D. C. We are sorry not to be able to give a detailed report of the proceedings, but none has yet reached us.

THE Arkansas Teachers' Association meeting held at Dardanelle, was a success. The growth of these gatherings in number and excellence enables those who attend to keep pace with advanced educational movements, to gain new ideas, and to become better teachers. The address of welcome, by Hon. Marcellus L. Davis, referred to teaching as "the sublime bandwaggon, that shall sow in childish thought the seeds of truth and wisdom; that shall nourish and water, and keep green and strong, the blooming ideas of the young, that shall clip and prune and trim, and level up and straighten down, to the lines of perfect honor-bright the growing characters of the coming man and woman."

We have been disappointed in not receiving a full report of the meeting.

## NEW YORK NURSES' TRAINING SCHOOL.

Among the many institutions of this city this is not among the least important. The new building occupied by this school has been recently erected on the grounds of the Bellevue Hospital and was last week presented to this city. It is a very handsome edifice of brick, furnished throughout in light wood. The upper floors are arranged for the students. Among other comforts provided are reading and bath rooms. On the ground floor are the commissioners' rooms, a large and airy kitchen and a dining-room. The cost of the building was about \$100,000. The speech of presentation was made by Chauncey M. Depew.

## TRAINING CLASSES FOR KINDERGARTEN TEACHERS.

A kindergarten and normal training class forms a part of the kindergarten department of the Cincinnati Exposition, in session until Oct. 27. The class is carried on under the auspices of the Cincinnati kindergarten Association. It is conducted by Professor John Kraus, and Mrs. Maria Kraus-Boelte, of New York, principals of the seminary for the training of kindergartners. Mr. Kraus has been for years connected with the bureau of education, Washington, where his efforts have been unceasingly devoted to the kindergarten cause. To the labor of Mrs. Kraus-Boelte much of the success of the kindergarten cause in America is due. Address Mrs. Alphonse Taft, 65 Auburn Ave., Ass't. Exp. Com. and Pres't. of Cin. Kg. Ass., or Miss Annie Laws, 100 Dayton Street, Chairman of Exp. Com. of Cin. Kg. Ass.

## HOW TO INTEREST PUPILS.\*

"It is not by doing things for the mere purpose of interesting pupils that interest is secured. It is rather by so presenting the subjects of study that they will enter the minds of the children and stimulate thought and mental activity. Picture-books, stories, games, sports, and all sorts of amusements—these for the purpose of occasional variety or relief from too much strain may be useful; but their influence is short-lived; they soon become irksome; the novelty disappears; and when it dawns upon a child that he is being entertained merely, he loses interest in the very employments which attracted him when they were new. These things, like condiments, should be used sparingly. On the other hand, real solid work, hard study, and the real business of the school will most interest and attract pupils, if only the subjects of study are adapted to the age and capacity of the child, presented in the right way, and given in suitable amount. It is not interesting to a child, and it is not profitable, to sit with little to do, and to look on, while the teacher does all the work for him—or attempts to do it all, for he cannot really do it."

Mr. Marble cites an example in point, in which a boy, by dint of mental toil, learned to demonstrate the proposition, "The square of the hypotenuse of a right angled triangle is equal to the sum of the squares of the two sides." Later he discovered a method of proof quite different from the first, which so surprised and delighted him that he sought other proofs. The surprise to which his teacher had led him gave a charm to the study of geometry that it had never had for him before. It is not in the study of geometry alone that such a revelation occurs under the stimulus of good teaching; in geography, in English grammar, in arithmetic, in history, and even in elementary reading, the same thing is happening.

\* From the report of Supt. Marble, Worcester, Mass.

## UNCONSCIOUS TUITION.

Arrangements have been made by which we are hereafter to publish this educational classic. The following letter explains itself:

DIOCESE OF CENTRAL NEW YORK,  
BISHOP'S RESIDENCE, SYRACUSE, JUNE 1, 1888.

Dear Sir: I convey to you whatever of the nature of a copyright I may have in a publication titled, "Unconscious Tuition." The title seems as descriptive as anything I can suggest.

Yours sincerely,

F. D. HUNTINGTON.

This valuable lecture by Bishop Huntington, made more valuable to teachers and reading circles by topical headings, will be issued at once by the publishers of the JOURNAL, as No. 7 of the "Teachers' Manual Series." It will be followed by Hoffman's "Kindergarten Gifts."

# INDUSTRIAL EXHIBIT OF THE PUBLIC SCHOOLS OF WASHINGTON, D. C.

With new methods of school work there has come a change in the relations existing between teachers and the parents of pupils. Since each and every child is to be trained and prepared to meet life most advantageously to himself, it becomes necessary for the home and the school to supplement each other, so that the work of the one shall not hinder that of the other. People must know the *purpose* and *plan* of the school work; they need to see, not only what their children are doing now, but what they have done and will do; they need to have a related and complete view of the school course. The business of life, however, presses hard upon each and in the hurry of it, parents find it impossible to ferret out the plan of education, even while wishing most earnestly to know its true inwardness.

Seeing and feeling the public need, the superintendent of schools here planned an exhibit of the industrial work to which the public was invited. The public went to examine and to judge.

In the vast room, selected for this purpose, every child in Superintendent Powell's schools—including both city and district—was represented. A beautiful great room it was, bright with the work of thousands of enthusiastic children.

The order of arrangement was natural, commencing at the right with the normal school—the birth-place of teachers—and ending at the left of the entrance with the high school, a part of whose pupils step into the normal school for professional training. Occupying the space between these two were the primary and grammar schools.

In the normal school exhibit were displayed the material and processes used to teach composition, reading, number, geography, plants, animals, and form in the first four grades. Representative work of the practice schools was here shown. The great variety of material used in teaching these few subjects, forced the idea upon us that each fact taught must be developed and fastened, by throwing the same fact into numberless different relations.

The form work was constructive. Forms were made by the children with clay, sticks and paper after which they were drawn and ornamented—the decorations, themselves having been designed by the pupils. Some of the forms were crude, 'tis true, though, usually, they were well, and often beautifully executed—but whether crude or skilled the walls of that enormous hall were covered with evidences of eye, and hand, and mind, and heart culture. Each succeeding year showed plainly its own share of growth and development. There was nothing strained—striking and unnatural effects were not aimed at. It was simply an honest exhibit of the real work of real children—but it was marvelous.

Beyond the fourth grade, paper models, made and drawn by the pupils, took the place of the paper folding seen in the first four grades.

The clay work and designs, the object and mechanical drawings, shown by the high school were most excellent.

An interesting feature of the exhibit was the "spontaneous work"—an outgrowth of the work in form. Here were pen-wipers, cushions, mats, furniture, and any other articles that the interest and enthusiasm of the children could create. Many of them were beautiful, the most of them were useful. Think what a union of life and school work. How *real* the school becomes in its application to life. How the *grind* goes down before the delight of conscious *doing*.

In this "spontaneous work" I found some clay reliefs, made by a boy of ten years. There were three pieces—an Indian's head, a horse, and a dog—all strong and characteristic. As a group of people admired the work and wondered at its excellence, a cheery voice said, "I done that." In sight of the shining eyes and flushed cheeks, I, for the once, forgave the English and took his happy face in my two hands while we all looked, "God love him," and blessed an educational plan that so fosters genius and creates skill, and helps these boys and girls to know what they can do and how to do it.

Near the form-work were compositions from every grade, showing the constructive work in English. This was as purely constructive as the work in form, and as excellent. Right seeing, correct habits of thought, and accurate expression, had been looked after from the first grade upward.

The busy fingers of 1,000 girls had fashioned the daintiest of garments, which were tastefully arranged for inspection. The cutting of these garments applied

the work in form, while the making of them made bright eyes brighter and sharper, and neat fingers neater.

In one part of the large hall a kitchen had been marked off by benches, and fitted up with kitchen furniture—a range, water supply, snowy tables, and shining ware. Within this enclosure, lessons in cooking were given each day. Probably no single feature of the exhibit elicited more approval than this. Seemingly unconscious of the hundreds of people observing them, classes of white-aproned young girls—light of foot and deft of hand—under the direction of a calm-eyed young woman, flitted here and there making delicious dishes, upon which they invited judgment later.

Five hundred girls, under the guidance of trained teachers, are becoming intelligent on the vital question of foods. The training embraces something of the philosophy of food—its source, chemical composition, and economic value; it shows the relative nutritive value of different kinds of foods, and their effect upon health and physical well being.

At the table of carpentry were objects illustrating the entire course. The first imperfect work, work done to give familiarity with tools and skill in their use, was exhibited. Beautiful and perfect pieces testified that knowledge and skill had been a result of the effort. Tables—most admirable in make and finish—held the earlier work. The work in steel and iron was equally good. Starting with the bar of iron, the steps from the rude nail or spike to the beautiful patterns in steel and iron, show the development and success of the undertaking. Besides this, actual designing and doing in wood, steel, and iron, instruction is given in the properties of each, the adaptability of each to particular uses, with the commercial value. Much of the furniture of the cooking-schools is supplied by these workers in wood and iron. Drawing models for the grades and the high school come from them. They furnish apparatus for the teaching of physics to the same departments.

The geography was complete and extensive. Maps in clay and sand gave relief and drainage. Products, beautifully mounted and accurately located, were seen in abundance. Pictures without end showed occupations, noted places and persons, flora and fauna. School-made apparatus made plain Nature's mysterious cloud formations, and rainfall and other common manifestations. This work was like all the rest, constructive, objective, philosophical. Hundreds of books of reference supplemented the other work.

The exhibit was held open five days, with three sessions on each day. One of these sessions was given up to the school children, one day to teachers, and the rest of the time to the public. The great hall was always crowded. Eager listeners were always pressing around the teachers, stationed everywhere to explain and direct.

It was a great exhibit—great in its proportions, in its management, and its results. Other results than that of an enlightened and satisfied public must be counted. Superintendent, parents, teachers, and pupils have been more strongly bound together; the pupils have been stimulated and encouraged; the teachers, by studying and comparing work, have been instructed and helped. Industrial training, hand in hand with scholastic, is a great, grand success here.

It has been a tradition in educational ranks that the annual convention must migrate from town to town in the state. In some places comfort is found; but in too many it is discomfort. In few places are there ample hotel accommodations. As a rule, there is pressure and dissatisfaction. The result of it probably is, that but few come a second time; only those who are profoundly in earnest. But we want those who are not so.

Now, the only proper way is to select some place that is easily reached, where accommodations are ample and cheap; then meet there year after year. This will sound strange to a large number; but it is common sense. Brethren, select a place for your educational haven, this year.

It is probable that New York State teachers, having determined to locate in Saratoga, will next plan to erect buildings for the general meeting and also for the "exhibits," that are more important than the lectures; or rather that exemplify and illustrate the lectures. There is no reason why the teachers of this state should not have a convenient building belonging to themselves; they can build one without spending a cent of their own money. They have but to say the word and it shall be done.

## PROCEEDINGS

OF THE

## National Educational Association,

SAN FRANCISCO, CALIFORNIA,

JULY 17-20, 1888.

### THE FIRST SESSION.

The opening exercises of this association were held in the Mechanics' Pavilion Tuesday evening. An audience of over ten thousand people crowded the spacious building, among which were representatives from all parts of this country. The vast auditorium was tastefully decorated with flags and banners and from the stage hung a garland of evergreen and roses, woven into the words: "California Welcomes N. E. A." It was a magnificent sight.

State Superintendent Ira C. Hoitt gave the address of introduction, and Governor Waterman the address of welcome.

After these speeches, San Francisco responded in the person of Major Pond. Then followed addresses by City Superintendent Anderson of San Francisco, Professor Albert Cook of the California State University at Berkeley, Supt. Aaron Gove of Colorado, president of the association; Professor Canfield, secretary; W. E. Sheldon, ex-president; Hon. N. H. R. Dawson, U. S. commissioner of education, and Supt. Fred M. Campbell of Oakland, Cal. After this followed the chorus "Hallelujah," from Handel and the vast audience dispersed to meet at 9 a. m. the next day in the Grand Opera House.

### THE SECOND SESSION.

WEDNESDAY, A. M. JULY 18.

I.—PAPERS.

#### LITERATURE IN COMMON SCHOOLS.

By Horace E. Scudder, Cambridge, Mass. Among other things, Mr. Scudder said:

"The reading-books first in vogue fifty years ago carried forward the traditions of English literature, but by degrees a change took place, and they have come to reflect contemporaneous Americanism. In consequence of the immense addition to the reading population, caused by the extension of the common school system, there has accumulated a vast quantity of reading matter, produced to satisfy the demand of unformed tastes. The text-books in reading have come under the same influence. In obedience to the law of their social and literary life, the makers of reading-books began to disregard English standards, and to fill these books with the commonplace of their own writing and that of those about them. They lost their sense of literature as a vehicle of the spirit. Two facts signally characterize the condition of the popular mind under this regime: (1) Literature is relegated to the higher grades as something to be studied; and (2) the newspaper is advocated as a reading-book in schools.

If this state of things has been inevitable heretofore, it is so no longer. The Americanism, which has its exposition in the common schools and in the newspaper, has within these fifty years past had also another and higher exposition, in that group of poets and idealists, who now constitute classical American literature. We cannot replace the Bible as the sole reading-book, but we can take note of those lamps which God has set in the heaven of our national life, and let the radiance stream from our great literature into the minds of the children in our schools. I call you away from the cheap, commonplace, fragmentary American literature of our school text-books to the inspiring, noble, luminous, and large-hearted American literature.

In the order of nature, the youth must be a citizen before he can become naturalized in the world. Yet in the same order there is an incipient, prophetic humanism before there is a conscious nationalism, and this earlier stage of the mind requires food of its own kind. That food is to be found in an adaptation of the literature of fable, myth, and legend which sprang from the childish period of the world, and had but slight limitations in nationality or authorship. Literature of this sort makes the transition from the primer to national literature. The place, then, of literature in our common school education is in spiritualizing life, letting light into the mind, inspiring and feeding the higher forces of human nature."

#### PRACTICAL METHODS IN TEACHING CHILDREN TO READ LITERATURE.

By LeRoy Halsey, Battle Creek, Mich.

"Methods are determined largely by the productions selected for the reading exercise. These productions should have certain characteristics. They should be literary classics, with noteworthy merits of style, that they may serve for the development of literary taste and the cultivation of a good style. They should be instructive, giving information as to fact or principle. They should be interesting to children that they may arouse the enthusiasm and secure, in consequence, that concentration of mind which is necessary to effective work. They should be carefully arranged in progressive order, with a gradual transition from the simpler to the more difficult, that they may promote intellectual growth. They should be, so far as it is possible, entire works of considerable length that they may tell most largely in logical mental training, develop the highest interest and give the best preparation for the actual reading of life. Reading in class should follow careful preparation. Good oral reading furnishes

the test of proper thought. The child must understand what he reads. The teacher should bring to bear such tests as will satisfy as to the pupil's comprehension of the author's meaning and will prove the strength of the preparation of the lesson.

General reading should be under careful direction, with constant suggestions by the teacher, that the children may know what is best to read, and frequent tests applied by the teacher, to make sure that the reading is properly done. Oral and written reports to the teacher, and informal talks between teacher and pupils concerning the books read are serviceable.

In the direction of outside reading there are three general purposes: the reading for discipline and mental growth, the reading for knowledge, and the reading for culture. The latter is the highest aspect of the subject, and, therefore, children should be encouraged to form libraries of their own. The fundamental idea in the whole work should be that the cultivation of the taste for good reading is, next to character building, the highest office of the school."

#### THE PRACTICAL VALUE IN LIFE OF A TASTE FOR GOOD LITERATURE.

By Mary L. Beecher, Memphis, Tenn.

"De Quincy divides literature into two classes—literature of knowledge and literature of power, and it is the latter we are especially to consider. Body, mind, and spirit grow by what they feed upon, and books are our mental food. Let us feed our minds upon such books as shall help us to think deeply, act grandly, and feel nobly. Poetry, fiction, and history are not the only interpreters of life's mysteries, but every branch of literature is full of invaluable lessons. In the development of character, which is largely in our own hands, the books we read are most important. Let us, therefore, associate in literature only with true, pure, strong personalities. We Americans are a nation of readers—in time we may become a nation of writers; but we must beware of becoming simply book-makers—an evil which can best be guarded against by instilling into the youthful mind a taste for the best in literature. Every reading lesson, every spelling lesson, every history lesson, and every science lesson, by training the mind to careful observation of natural phenomena, so helpful in description, should all bear distinctly upon the development of a taste for good literature."

#### SHOULD YOUNG GIRLS READ THE DAILY NEWSPAPERS?

By William T. Harris, LL.D., Concord, Mass. He said:

"The newspapers, even the best of them, are compelled to print many negative acts—murders, suicides, and thefts. Many persons fear contamination in this, and fear to put the newspaper before the young, especially the young girl. This is wrong. The girl, if she is to become the Christian woman, must be taught to look upon the world. If she is to be of any use in the world, she must be reared in the open air, where she may grow strong enough to brist against the storms that come with maturity. She is not to be a Pharisee, but a Christian. She must, in her little circle, become in a degree a missionary who does not shrink from the evil in the world, but who goes out and battles with it. Love, the broad human love, never comes to the woman who has been reared in a hot-house, and who looks upon her fellow sisters with indifference and hatred. She is nearer hell than the woman of sin. The Christian woman must be taught to hate the sin, but to love the sinner. How about the newspaper that brings to us every day a survey of the entire field of humanity? The young girl can learn the world in no safer way than through the window of the daily newspaper. The newspaper is the great evangel of humanity, teaching the brotherhood of us all. It teaches us to love our community, our nation. The girl or boy who grows up in our time will, without the newspaper, certainly miss the most important agency for self-knowledge, and for the knowledge of mankind."

#### II.—DISCUSSION.

J. H. Paul, of Salt Lake City, opened the discussion. He said:

"Great ideas can only be implanted through communion with the great English writers. He had felt compelled to substitute the study of English classics for the ordinary reading books, and had found the result most satisfactory. If the object is knowledge, what cannot be acquired in literature—style, human passion, history, and even technical knowledge! If the curriculums were more limited, say to mathematics and literature in its broad sense, better results might be attained. The speaker hoped that a new series of readers would be given to the teachers, embracing the study of literature in its spirituality."

Professor D. B. Parkinson, of Carbondale, Ill., said:

"All studies of childhood ought to be made the outgrowth of the natural spirit of inquiry. We are far from perfection in this. We must remember that whatever is of vital import to the nation is to be wrought out in the nature of the child. Reading must be guided so as to assist the child in distinguishing between right and wrong, to arouse his love of country, to deepen his religious feeling. These things are not to be left to the Sunday-school and the home circle. The strengthening of their will-power must be taken to the school-room. Would there not be less weakness among our young people if the child in the school were taught to know that he had a will, which it should be his pleasure and will be his profit to control? The love of country must be looked to. The great dangers of unrestricted immigration can be somewhat nullified if the child of native-born and foreign-born citizens can be taught a profound respect for American institutions. Our schools must be American before all else. Religion is to be guarded by the schools. The man who leaves his school without a profound reverence for his Maker can never become a good citizen. He who has no God in his heart is the one who resorts to dynamite to right his social wrongs. Strong as this country may be, it will not do to allow the triumph of atheism and infidelity without a protest."

Professor Soldan, of St. Louis, insisted that, in reading, the great spiritual world within man and above man is to be opened to the youthful contemplation far more than the ordinary things of this life. Classical literature should form the bulk of our reading.

There is nothing in our land equal to the great readers of Germany and France, and an author is not classic because of his style so much as the human interest that moves his pen. The spirit of the author is what is to be opened to the child. He must be taught an interest in reading, to love it.

Professor Richards, of Washington, wanted to know how many of the pupils who leave our schools can read—can take what there is in a book to themselves? There is a necessity for a child to understand a word when he sees it, and he must further see the relation of words. We must not get up too high—we may become too general. Make him familiar with words and constructions, before you plunge him into the grand gulfs of literature.

Marcellus Marshall, of New Mexico, thought that there was enough elevating, sound literature for our boys and girls without placing into their hands the newspaper, that deals in all the blackness and low depth of humanity. But what is bad for our girls is bad for our boys also, and bad for all of us. We must make it unprofitable for the scurrilous, scandal-dealing newspaper to exist. It is in the power of the parents to curb the daily press. We cannot shut out the newspaper, but we can at least so train our children that they will read only the good, leaving the bad. It is a terrible thing when a young girl acquires a taste for vicious reading, and there can be no denial of the fact that the newspaper often serves as the first draught.

Mr. Marshall was heartily applauded, and the president announced the session adjourned until evening at eight o'clock. This closed the second general session of the San Francisco meeting of the N. T. A.

#### THE THIRD SESSION.

WEDNESDAY P. M., JULY 18.

#### HOW CAN SCHOOLS PREPARE LAW-ABIDING AND LAW RESPECTING CITIZENS?

The opening paper was to have been read by the Rev. Charles Dana Barrows, D.D., of San Francisco, but in his absence the second paper, "The Discipline Most Valuable to the End Above Indicated," was read by the Rev. D. Brown, D.D., president of the Highland University, Kansas. The essayist did not believe that the cause of discipline was served by keeping the pupils amused and interested so that rules were not necessary. They must be taught to do unpleasant things just because they are right. Submission to rules, even if not needed, is a grand aid to the lesson of self-sacrifice.

Continuing the theme, Dr. Joseph Baldwin, principal of State Normal School, Huntsville, Texas, discussed the phase of what culture was most valuable to make the best citizen. He said:

"For want of culture the state is burdened with many evils, such as the disinclination among citizens to be put up for office and assume responsibilities. Both the result of the observance and the non-observance of law should be emphasized. All miseries, social as well as physical, follow naturally on the violation of social and physical laws. Obedience, then, to the law, thoroughly enforced and made a habit, is the key to the situation—the form of culture more particularly to be favored for the end desired."

A supplementary paper by the instructor of Starr King was then read by proxy. The writer believed in "the discipline of the school" as the most effective. Such discipline, however, must not be guided by force or caprice, but by wise and thoughtful benevolence.

Rev. George H. Atkinson, D.D., of Portland, Or., read a lengthy paper, in which were discussed the objects of the public school system, and which claimed that good citizenship was the great desideratum, and that the true aim was not mere school learning, but to instruct our youth to respect, obey, and understand our laws.

Supt. H. S. Jones, Ph.D., of Erie, Penn., spoke briefly, deprecating the forcing system of education.

NOTE.—Owing to the great mass of material before us, we are obliged to condense the report of this and other sessions. Our readers will find a full reproduction in the large annual volume to be published.

#### THE FOURTH SESSION.

THURSDAY A. M., JULY 19.

#### CURRENT CRITICISM OF THE PUBLIC SCHOOL SYSTEM, AND WHAT ANSWER.

##### THE SCHOOLS FAIL TO TEACH MORALITY.

By John W. Cook, Normal, Ill. He said:

"The evil in the schools is that boys are taught more to value the talent of acquiring money than the principles of honesty. There is a great deal of dishonesty abroad. Political positions are bought and sold openly; there is a great deal of dishonesty in mercantile affairs, and the sad spectacle of men fleeing across our northern border to join the American colony in Canada is too frequent. The school is utterly failing to discharge its duty to society. Statistics show that crime is on the increase. The records of criminals show that these criminals have had an early school training. The religious bodies make the charge that the schools have only cultivated the intellectual faculties, and that they turn into the world men and women who are unfitted for the battle of the world. They make the charge that the school is guilty of implanting in the mind of the boy the idea that money-getting ought to be the grand aim of man. This teaching only makes the pupil eager for a social ambition, and prompts him to acquire money, even at the risk of dishonesty."

"I deny these charges," said the lecturer. "I deny that the school is at fault for all this dishonesty. The school should not be made the scapegoat of all the sins that are made in after years by its pupils. The evil literature, the cheap theater, the saloon, the home that is no home—these are the factors that make sinful people."

"What influence has the school-master over a pupil after school hours? How can the school-master follow the child in its travels after it has left school? I have no remedy to offer, nor have I any desire to take off any blame from the teacher where blame should be given. It is the highest aim of the teacher to inculcate ideas of honesty in the school, and every teacher should learn that this is his highest aim. But I fear that in our rules given to us there is very little laid down about this. There is some catchism about morals and manners; but the teacher more generally contents himself with teaching the pupils the great canons of etiquette. Moral habits are the outcome of every well-ordered school. Ordinary school management becomes a fine art. Does the ordinary school-teacher know the relation of the child to the school? I say not, for the less said about the average teacher the better. The school-teacher is like his compensation—cheap. They shut out the good teacher. They shut out the trained man, because his tenured office is insecure, and his compensation is cheap. A growing recognition of the child that he is under the law can only train the child to the observance of those other laws which he will in later years have to face."

##### THE SCHOOLS FAIL TO GIVE A REASONABLE MASTERY OF THE SUBJECTS STUDIED.

By Lizzie T. Martin, Indianapolis, Ind.

She said that in order to ascertain the truth of the criticism of the public schools, she had sent out 350 circulars:

Dear Sir: One current criticism on the public schools is that they fail to give reasonable mastery of subjects studied. If you think the criticism just, please state: Why you think so; causes; remedies.

If you regard this criticism as unjust, please give your reasons. Of the 350 copies, 250 were sent to people engaged in educational work, and 100 to business men. Fifty per cent. of the circulars sent to educators were unanswered, 30 per cent. were apologies for not expressing an opinion, and 30 per cent. were more or less satisfactory answers to the questions.

Thirty-nine per cent. of these writers think the criticism partly just; and 25 per cent. wholly just. They say—First, that their own experience, and that of the persons in whom they have the greatest confidence, has shown that public school graduates as a class are not able to use their knowledge of particular subjects, and are not in possession of a power that enables them "to lay hold upon the things that come to them in life." Second—That superintendents, on looking over the schools, are dissatisfied with the results. Third—That college professors complain of secondary schools and high school instructors of grammar schools; that teachers in grammar schools find grievous shortcomings in the work done in grades below their own, and that teachers in all public schools, after working with children for months, find them "helpless and confused, inaccurate and inelegant in the spoken and written word, rarely and carelessly applying fundamental principles."

##### UNJUST CRITICISM.

Thirty-six per cent. of those sending answers think the criticism entirely unjust. They say: First—That young people, the majority of whom have been trained in public schools, are coming forward very prominently in all walks of life. Second—That the public schools are constantly improving, and even now are generally conceded to be better than private schools. Third—That those persons whose opinions are most reliable declare it to be unjust. Fourth—That adverse criticism comes from those who do not believe in the education of the masses; or who are connected with private schools, and hope to increase their patronage by finding fault with the public school; or who expect the schools to do that which the child's immaturity makes impossible, or that which is undesirable, as in the case of a father who wishes his son fitted for a particular vocation; or those who base their opinions on isolated facts, as the ignorance of a dull child. Fifth—That "the perfection of the system makes superficial work impossible, applicants for positions being examined, and only those qualified being accepted, and constant supervision keeping those who have been appointed from falling into careless habits. Pupils, too, are tested at each step to assure mastery of subjects studied."

##### OPINIONS WORTHY OF NOTICE.

The above opinions are those of men well qualified to speak on educational matters, and after a careful consideration of them the writer concludes that the public schools do not "give reasonable mastery of subjects studied." The consideration of the causes assigned, therefore, becomes an important matter. These fall under seven heads—First, important school laws (2 per cent.); second, influences which prevent some of the best teachers from securing places (5 per cent.); third, meagre financial support (18 per cent.); fourth, poor supervision (11 per cent.); fifth, insufficient time (8 per cent.); sixth, an improper course (28 per cent.); seventh, defective preparation on the part of teachers (33 per cent.).

One-half of Miss Martin's paper was devoted to a consideration of the above causes. Most of them, she said, seem to be valid. Defective preparation on the part of teachers is thought to be the fundamental cause of unsatisfactory results. The fact that the teacher is not an investigator in the subject he teaches, or in psychology, is the particular defect of his preparation.

##### THE SCHOOLS FAIL TO GIVE A PROPER PREPARATION FOR ACTIVE LIFE.

By John P. Irish, San Francisco, Cal. He said:

"A fair discussion of the subject exacts that the requirements of the schools should be measured before the delinquencies can be discussed. What becomes of the public school boy when he is sent out into life? He is lost. The product of American schools is not to be found among the industries of the land. The American man who was the American boy is not to be found, not even in the criminal operations of the country. The boy must be taught to become a man able to take part in the close competition, the hard-to-hand struggles of life, the struggles of which are becoming harder and harder. The boy who is graduated from the public school and seeks to enter one of the skilled trades finds himself face to face with a foreign guild which says to him, 'No, sir; you shall not enter here.' These are the men who have never met in an American school-room. The boy cannot enter, he is too weak. But we cannot have an apprenticeship for our boys. We must make of our schools a training-ground for our skilled trades and then give him a courage, a manhood that will force himself into the heritage of his country against all comers. This is much to expect of the public schools, perhaps too much. But whatever you make of your boys, try to make them men."

W. E. Sheldon, of Boston, said:

"No system of public instruction has yet been devised that fully meets the demands of every special contingency in life; but the American school system should adapt itself to all the reasonable requirements of the individual pupils. We value thorough training in the elementary branches and agree that such instruction is essential in a system of public schools. Every business man should be able to add, subtract, multiply, and divide, but the greatest skill in these operations of business arithmetic can never alone form the basis of actual success in a comprehensive business life, for outside of accountants and clerks a facility in these operations has no special value."

##### ELEMENTARY EDUCATION.

The real value of elementary studies consists in the means they furnish in forming habits of thought which will develop and broaden the mind for a wider range of the duties of life. Our conviction is that one-half of the school period, from six to thirteen years of age, would be a fair estimate of the time that should be devoted to strictly technical, abstract work in the elementary branches. The remaining portion of the time would be more profitably spent, in our judgment, in the study of language,

literature, history, natural science, and other topics that would give information that would be available in practical life, and at the same time secure the discipline and culture appertaining to a well-cultured mind. We must, in passing, call attention to music as a most important means of physical, mental, and moral culture. The influence which music has always exerted gives it prominence as a branch of common education that demands more general attention. It should be commenced in childhood and continued through the entire course of school training."

Mr. Sheldon during his remarks made an attack on St. Louis which was aimed especially at Dr. Louis Soldan, who was sitting on the stage immediately behind him.

#### THE DISCUSSION.

The discussion was opened by Dr. Thomas J. Morgan, of Providence, R. I., who said:

"Any criticism of the schools should not be upon the teachers alone, nor the system alone, but should include the parents, trustees, and the community. The teachers, morally and intellectually, are above the average of the community. Compare a gathering of teachers with gatherings of men and women who administer other public trusts—common councils, legislatures, newspapers, corporations, political gatherings. If the teachers are better, why does it happen that those who receive their teaching do not improve? The speaker contends that they do. The destruction of the public school system means the downfall of our civilization, of our liberties—a return to the horrors of the Middle Ages."

Dr. Morgan was especially severe in his remarks upon the attitude of the Catholics toward the public school system of this country.

Ira Moore, principal of the State Normal School, of Los Angeles, said:

"It is true that the schools are criticized, and that the criticism is just, is also true. If there were no need for criticism there would be no need for an ambition to excel, and then there would be a dead level of perfection which is as bad as a dead level of mediocrity. Let us be thankful that there is criticism, and let us rejoice that much of this criticism is unjust, made by ignorant people who do not know much of the subject they talk upon. And some of these people forget that there is no institution which is perfect."

The question is, is our work as good as that of the other callings, such as the medical and religious professions? The preacher practices a calling which is drawn from the intelligences of the dark ages. Now we do not look upon the preacher as inspired, but still he talks, in an authoritative manner. The physician does out pills and plasters and one-half the time he would give no medicine only he is expected to earn his salary. Let him who loves shortness of days employ many physicians. Take the law. It is better to take the trespass on one's property than to seek the law which will take the whole property. 'What is the use of going to law?' he said; 'I have such a man fined for hurting me, and the fine does not go to me, but to the state. I have seen the criminal go free on bail, while the innocent victim lay in jail. Lawlessness abounds that justice may be done.'

Teaching may not be fitted to the age. There are men who value Greek roots above all the products of the soil. There are some hammering upon the mind to the neglect of the body. Despite of all these drawbacks, the great body of teachers are fully alive to the exigencies of the age. Let us take no pessimistic view of life. All professions are falling into line, but the palm must be conceded to the educational profession."

Jerome Allen, editor of the SCHOOL JOURNAL, New York, followed with a few remarks, which, he said, were necessarily brief, owing to the fact that the San Francisco climate had a grip on his vocal organs ever since his arrival here. He told several amusing anecdotes to illustrate in what manner the idea had become prevalent that the public schools were wholly inefficient, and opposed the policy of making them schools for turning out trained blacksmiths, carpenters, etc. This speaker believed, however, that the American schools were running the grading system into the ground and bringing the bright and dull pupils to the same level. If the public schools were to be pulled down those who destroyed them must put in their place something as good or better. But the American public school was here to stay and to develop the citizens and the sentiment that was to save the county in the great crisis—not mentioned—that is fast approaching.

Mr. Soldan of St. Louis began to speak, when President Gove said the session would be closed at 12:30 o'clock. "Thank you for the reminder," said Mr. Soldan. Then Mr. Soldan said the subject of the discussion had taken a personal turn, and that, though he felt this was the case, yet he would not answer it in this spirit. Mr. Sheldon had referred to the St. Louis schools as having "drilled too much, and that 70 per cent of the time was devoted to drill." He wanted Mr. Sheldon to explain away this charge, for he was not guilty of this, and he felt as if he were being scolded for a fault that was not his.

Mr. Sheldon explained that he meant it as a compliment to that city; in other cities the percentage rises as high as 90.

Capt. F. M. Campbell, of Oakland, thought that all the burdens of society are laid upon the broad shoulders of the public school. The doctor, if men are sick, calls upon the public school; the farmer if the bugs destroy his plants, wants the children to learn to be expert farmers. The speaker thought that a too free discussion of the faults of the public schools could not result in the good anticipated.

At this point a voice was heard from the family circle, "Mr. President."

"Your name," shouted the presiding officer.

"Jones, of Oakland," was the reply, which raised a general laugh.

Mr. Jones took exception to the remark of Mr. Irish that the proprietor of a ship-yard, printing office, or iron works cannot have his own son learn the trade. "Wherein, then, is the courage failing? In the boy? No; in the man; the father. And so it is with the boys who have left our schools. They are to be found in the places prepared for them by their fathers. We must not forget that the parents, after all, have something to say regarding the disposition of their children. If they are not to be found in the trades it is much the fault of those who rear them."

#### FIFTH SESSION.

##### PRACTICAL EDUCATION.

James H. Baker, principal of the Denver High School,

treated the subject from a "psychological view." He spoke of the being to be educated, the American boy, defined the aim of education as the development of knowledge, feeling, and willing, and argued that the mental powers are self-dependent and so interact that the usefulness of one is enhanced by the symmetrical training and development of all. He thought that the highest use of studies is to develop the mental powers, and that education aims at more than mere knowledge. He claimed that general education is practical in that it may be applied in many ways, that the popular demands are really demands for special education before the mind is sufficiently developed, that the purely practical dwarfs the higher growth of man, and that to cultivate the ideal is an essential part of education.

Supt. R. K. Buehrle, of Lancaster, Pa., followed with a paper upon the "Popular Craze," in which he discussed the demand made of an education for a living. He thought the possession of material wealth inimical to creative ability in art or to moral power in life, and that man's bodily structure proclaims the superiority of the mental powers over the physical. He said that man's happiness depends not on the abundance of the things he has, but on what he is, and that his education should lead not only to creation but also to preservation. The great problems still remaining and now pressing for solution are social and moral, such as marriage, amusement, art and literature, and political, as the distribution of capital, the abolition of monopoly, political freedom, and personal liberty.

Supt. J. M. Greenwood, of Kansas City, read an able paper, entitled "Where Should General Education End and Special Education Begin?" He said: "This subject is 2800 miles long, is composed of thirty-eight states, eight territories, including Alaska, the District of Columbia, and the Indian Territory. Its superficial area is 2,900,107 square miles. Within the space dwell 60,000,000 people." The speaker dwelt at length upon the problem of the relation of the state to education. He stated that, "One of the most important questions pertaining to education that can come before the American people is that of state help as opposed to self help. There are two theories, at once antagonistic in their tendencies as well as in their effects. If a man can't get along by himself, then the state, so it is held, must interfere and legislate for him. If a boy is to learn a trade, the state is to furnish the tools, workshop, and material. He belongs to the state, and the state belongs to him, in so far as it shall supply him with food, shelter, clothing, education, and occupation. Since the state must not discriminate, it must do for all what it would do for the one. In its justice it must give each one the same opportunity, and it assumes that each one has the same talent for learning any trade, science, art, or handicraft. It assumes political, intellectual, and industrial equality among all classes. As a matter of fact, men may be equal before the law, but industrially and intellectually there are the very widest differences. The theory that the individual must rely on the state for help is antagonistic to the free activity of a nation. Self-help and self-dependence lead to activity in production and healthy exertion. State help weakens individual energy, and teaches one to depend on outside power. It takes away the motive for self-exertion, and leaves the individual listless, inactive, and dependent."

The discussion was opened by Miss Josephine Locke, of St. Louis, who spoke ably in behalf of technical education and the manual training school, and claimed that the end was not production alone, but that ethical and moral culture came from the training, that it was recognized by the great lawgiver Moses, and that the Savior worked for years at the carpenter's bench.

#### SIXTH SESSION.

JULY 20, A.M.

##### THE RELATION OF THE STATE TO SCHOOL-BOOKS.

John Swett, principal of the Girls' High and Normal schools, San Francisco, read the first paper on this subject, entitled "The General Function of the State in Such Matters," of which the following is a condensation:

A historical glance at the evolution of school laws shows that the general principle may be roughly stated as follows:

The scope of state school law may be roughly stated to consist of whatever the people have chosen to make it in order to meet the evident needs of schools at different periods of development.

I. As to School Appliances—(1) Originally pupils bought their own minor school supplies. (2) Such supplies first furnished free in incorporated cities. (3) Development illustrated by the growth of law in California. (4) The general tendency in all states toward free supplies.

II. As to School Text-Books—The original unit for the adoption of school text-books was the school district or the incorporated city. This was succeeded by town or county uniformity. (1) Illustrated by the development of laws in California from district to state uniformity. (2) State publication of books in California; its success or failure not yet determined. (3) State uniformity in general a dangerous assumption of power.

III. As to Free Text-Books—Until within the last ten years text-books were seldom furnished free. Exceptions—The city of New York has supplied free books since 1806, and Philadelphia since 1818. Progress—Massachusetts in 1884, passed a compulsory state law requiring free books in all the schools of the state. The tendency of evolution is toward free books. Summary—A survey of our whole country shows that the general tendency of public opinion is toward free supplies, free

text-books, and toward city, town, or county uniformity, with the exception of a few sporadic cases of state uniformity.

Supt. R. W. Stevenson, Ph.D., Columbus, O., said:

"The state should make it not only possible but easy for the poorest to obtain a common school education, but it would be unwise for the state to assume the whole expense and responsibility. Both state and individual are deeply interested; therefore the expense and responsibility should be shared by each. All legislation that relieves the family of burdens it is able to carry, by reasonable efforts, offers a premium for idleness, and imposes upon the industrious. For one to be indifferent concerning the education of his offspring is culpable; to be insensible to responsibility for their education is inhuman; and for a state to encourage either, is dangerous. Since the individual receives personal benefit, the state should require the taxpayer and non-taxpayer to do for themselves, and on their own account, what is reasonable to secure a common school education. For the state, therefore, to require those attending the public schools to purchase text-books and such supplies as are deemed necessary, is reasonable. It is a small part of the cost of education, and hardly sufficient to remind the family that with the family rests an obligation. In a misapprehension of what is meant by free schools in a free state, in a misinterpretation of the relation of the state to the people, often in ignorance and in a desire for gain, in prejudice against so-called monopolies, in the jealousy of the people for the rich, the widespread and indignant outcry against the publishers of school books has had its origin. Most of the arguments against the public school system contain this one charge, the robbery of the people by a great school-book monopoly, aided and abetted by corrupt school boards, superintendents, and teachers."

Boards of education in Massachusetts furnish text-books and supplies free. They are loaned to the children. It is the pride of this state to be in advance of all her sister states. She is nothing if not radical. The children are being trained to buy nothing that they can borrow. A Massachusetts man stopped with an Ohio friend. In the chamber in which he slept was a Bible. When he had gone his Ohio host discovered he had borrowed the Bible. Everybody in Massachusetts loans what he has and borrows what he has not. Books in this state are like children—well enough to have around, but not profitable to own. Education is a good thing, but not worth personal effort and sacrifice. Mr. Lowell tells us that "there is one thing better than a cheap book, and that is a book honestly come by." The system of free text-books is said to work admirably. How could it be otherwise? It is quite natural to take all we can get; every one is pleased, if not grateful, to get something for nothing. When the sons and daughters of Massachusetts come to this land of sunshine and flowers they will expect to borrow your orange groves, grapes, ranches, and gold mines. The principle underlying free-text books is wrong and must result in evil. That government is best which gives the people the power and opportunity to do the most for themselves. There can be no co-operation without co-interest. The state that supplies those wants of its people which by common industry and economy they can supply for themselves, encourages idleness and dependence. The people are less inclined to pay for teaching power than for text-books. The state should therefore increase its expenditure for teaching talent and qualifications, and put upon the shoulders of the people the burden of text-books. What is most needed are smaller text-books and larger brains. If the people will bear heavier taxes for school purposes, let the money be spent for better teachers and not for text-books.

#### STATE PUBLICATION A GREAT MISTAKE.

Supt. Albert P. Marble, Worcester, Mass., was asked: "If there should be uniformity, should it be (a) by state contract, (b) by state publication, or (c) by state decree?"

He argued that the supplying of text-books to schools suggested extreme competition and suggested monopolies, just as supplying shoes or any other article would. Public officers and legislators were not perhaps the best mediums for choosing text-books. Tutors should have some voice in the matter. The better way would be to allow state superintendents in the employ of the boards of education to select the books, and by this plan possibly corruption might be averted.

State publication of text-books was a huge mistake, as different conditions of schools required different text-books. The state may as well undertake to suit its people in the matter of poetry and establish workshops for its manufacture. He was convinced that the cost of the books if produced by the state would be greater to the state than if the schools were supplied by private contract, and that inferior books would result.

Mr. Marble remarked that he would have wished to have secured specimens of the California text-books to take home with him, but found it impossible to do so unless he stole them or obtained them surreptitiously. The state laws which surrounded the books, he said, seemed as impenetrable as the rocks in which the golden wealth of California was imbedded.

#### DISCUSSION.

L. S. Cornell, superintendent of instruction, Denver, Col., condemned the idea of the publication of text-books by states for several reasons. He did not think the purpose of economy could be served even. Text-books must grow. They need revision often and the probabilities would be that text-books compiled by the state would, on the score of the expense of having them revised, retain through the years their original imperfections.

Uniformity of text-books could not advantageously be maintained, as communities differ individually, and what suited one would not suit another. Too much uniformity would consequently mean uniform mediocrity.

To sum up the reader's paper, he urged first that the selection of text-books should be left to local educational bodies; second, that when text-books were adopted they should be retained say four or five years, and third, that books should be owned by the schools and furnished free to the pupils.

E. E. Higbee, LL.D., state superintendent of instruction, Harrisburg, Pa. considered uniformity in

text-books in states would support corruption, and that the establishment of state shops and machinery for the manufacture of books would cripple the inventive genius of those who were best adapted to the compilation of text-books. The theory was grotesque in his opinion, and he thought it would ill-become a state to force its wares upon teachers and children.

Homer B. Sprague, Ph. D., president of the University of North Dakota, considered that the paper read by R. W. Stevenson was strong, but wrong. The state had a right to instruct its people in everything, even to patriotism, and the school was the medium for this. If any parents could not afford to purchase books, why should their children be branded as school paupers, especially when the laws compelled such parents to send their children to school?

He also took exception to the remarks of Mr. Stevenson concerning the borrowing tactics of Massachusetts. The people of that section may borrow Bibles, but they return them, whereas in Ohio he had a religious work, entitled "Life of Jesus," stolen from him. He did not connect the theft with the school system in Ohio, and thought it might probably be a case of petty run mad.

Massachusetts was the first to establish free normal schools, free art schools, and libraries and schools. Massachusetts claimed such eminent literary men as Longfellow, Lowell, Whittier, Emerson, and many others. She has some of the grandest educational establishments in the world, and it is her boast that she has made all her schools absolutely free.

#### SEVENTH SESSION.

JULY 20, P.M.

#### THE DELSARTE SYSTEM.

By Mrs. Edna Snell Poulson.

Mrs. Poulson said that the system was designed to render the human body not only strong, lithe, and active, but graceful. The advantages of the system, she said, were superior to any system looking towards the physical improvement of man. The muscles of man are usually rigid and the Delsartean system is designed to render them supple, thus giving the frame an easy carriage. In Southern Europe, where the system is practiced, the people are marvels of willowy grace and physical beauty. The decrease of American vitality is due to the lack of attention paid to the body. Too much attention is being paid to the brain and not enough to the body. Without a body in good working order the brain is incapable of doing good work. The Delsarte system teaches how to release each muscle at will, thus giving the body rest, consequently grace. Certain postures of the body are the results of mind action. Gestures are but words, and attitudes but sentiment. A brutalized mind is almost invariably inclosed in a body which bears a greater semblance to an animal of the lower order than it does to a human being of refined and noble instincts. The system advocated by the speaker was intended to remove defects in men and render them superior beings.

At the close of Mrs. Poulson's remarks, seven pupils practically explained the principles as expounded by the speaker. Each of the ladies was attired in a Roman tunic, and for ten minutes all performed in perfect unison a series of arm movements accompanied by a graceful swaying of the body. Every emotion of the human mind was represented in a symbolic attitude—fear, joy, expectation, supplication, defiance, sadness, reproof, scorn, indignation, praise—the whole ending with an allegorical representation of California's coat-of-arms. The exhibition was rapturously applauded.

#### HOW A MUTUAL AID SOCIETY WORKS.

By Miss Nettie E. Owens.

The San Francisco society was organized in 1873 for the purpose of aiding teachers who, by reason of illness or calamity of some kind, found assistance a necessity. The history of the society, its aims and work of the past, was thoroughly explained. In fifteen years the society has secured \$10,000 for the treasury. One of its money-making institutions is a picnic, lecture, and concert bureau. The success of the society has been due, first, to the appreciation of the city of San Francisco, and, second, to the labors of an efficient managing board. The organization had on various occasions been the beneficiary of theatrical managers and lecturers, the proceeds of which went to swell the funds in the treasury. At the present time the society has \$8,600 invested in good securities; and numbers among its members 25 per cent of the teachers of San Francisco.

#### THE TRUE AMERICAN IDEA OF LABOR.

By N. W. Ackly of R. I.

He said capital and labor were united rather than isolated one from the other. Their interests are reciprocal; the production of property is a means, not an end. Labor is intended for the worker in order that he may enjoy life. Labor and activity are coincident with intellectual recreation. Man should be measured socially by his desires. As labor is the soul of society, so is the laborer the soul of the advancement of humanity. Lofty greatness is reached by man when he realizes that he is useful in some field of action. Society can only be strong in the blending of its resources. The antagonism of labor and capital will be removed if things shall be viewed from the standpoint of nature and the true American idea of equality.

Prof. George H. Howison opened the discussion of the evening. He spoke of the American idea of labor as being superficially called the idea of liberty and equality. The idea, said he, should be consistent with the nation, controlled by a sovereign law which is recognized as supreme. The best man is entitled to the right of way

in life, and that is a true American idea. The labor problem is political in its nature, and therefore allied to higher education. Mr. Howison's address was thoughtfully delivered and favorably received.

President Gove, the retiring officer, made an address in which he paid a glowing tribute to the hospitalities of the people of San Francisco. The president elect, Albert P. Marble, was presented with the gavel of office by Mr. Gove, who made a happy speech, which was warmly applauded. The benediction was then pronounced by Professor Fairchild, of Kansas, and the great convention adjourned until the next annual meeting at Nashville, Tenn.

Thus closed the general sessions of the National Educational Association for the year 1888. These proceedings by no means represent the labor of the association. The nine section meetings of the various departments were well attended and a great deal of valuable work was done in them. An outline of this work we expect to present next week. Our readers will find in these pages food for a week's study under the trees or by the sea-side.

#### PENNSYLVANIA STATE TEACHERS' ASSOCIATION.

SCRANTON, JULY 4-6.

After addresses of welcome by Mayor Ripple of Scranton; Mr. F. L. Wormser, of the Scranton School Board, and Mr. J. A. Price, State Supt. Higbee responded. Among other things he said: An uneducated man is uncivilized. The education and culture of the people is at the very base of our industries. How, had not the school-master not been abroad, could we have bridged our rivers, sunk our shafts into our mines or sent the cars winding through our hills and mountains? The uneducated mind has no power to do this. It knows no compass or theodolite, no geometry or trigonometry or calculus. It has no vision of earth's thousand subtle forces which mind subdues for the use of man.

It lives in flesh alone, and the tomahawk, and bow, and canoe, and wigwam with its patch of maize, are quite enough to satisfy its wants.

#### FREE TEXT-BOOKS.

Hon. J. P. Wickersham, Lancaster. His arguments in favor of a system of free text-books were: First—It increases the attendance at school. Second—It removes class distinctions. Third—It varies the instruction. Fourth—It secures better organization. Fifth—It lessens the cost of books.

#### WORK OF THE PRIMARY SCHOOL.

Miss E. M. Read, Reading. The periods of school life are classified by Dr. White as the presentative, the transitory, and the scientific. These phases of scholarship, however, are not to be considered as separate and distinct, but rather a continuation, the scientific being the natural and normal growth of the presentative. Without the proper cultivation of the first phase, the last is not to be attained with the best results. The first and most important faculty to be cultivated is attention, without which little of permanent value can be achieved. The second essential in the well developed pupil is a high moral purpose which should be inculcated by the teacher.

#### THE AMERICAN UNIVERSITY.

Professor John W. Hesson, Pennsylvania State College.—The character of the university is determined by social, political, and industrial conditions, hence the American university varies from all others. But notwithstanding this, we have no distinctive type of university emphatically our own. Our modes of education in college are borrowed.

"What can the common schools do for the university?" The common school and the university are mutually influenced and conditioned. The common school should make a prime object of educating its pupils thoroughly in the rudiments of learning, as it will thus become a higher factor in the after success of its charge.

"What can the university do for the common school?" The university can accomplish much in this direction by establishing a chair of pedagogics, and this is not necessarily advocating an institution which encroaches on the domain of the normal school. We need more college graduates who shall act as educators, and not as teachers. There is a lack of public appreciation of the teacher's profession. The law, the ministry, and medicine have long since come to be recognized distinctly as professions, because they have been fostered and dignified by the university. Let pedagogy receive the same sanction, and the time is not far distant when it will be raised to its true dignity and position.

#### THE BEAUTIFUL AS AN EDUCATIONAL FACTOR.

Dr. Edward Brooks, Philadelphia.—The permeating influences of the beautiful make a vast difference in the tastes and feelings of man or woman; their effects work their way to the growing soul, shape and color the tendencies of mankind, and stamp the civilization of the government. The beautiful is a factor in education, as it provides a pleasure; for the race is molded much by its pastimes. The aesthetic sense lifts the soul to a purer atmosphere of thought and power, and cultivates morality. Beauty is the pilot of the young soul. Physical and artificial surroundings may be made the means of so educating the young student, that even though nothing in the way of religion should be taught, such a salutary effect could be wrought that jails and penitentiaries would become a useless appendage to good government.

#### THE DUTY OF THE HIGH SCHOOL TO SUPPORT THE COLLEGE.

Dr. W. T. Harris, Concord, Mass.—The system of

study in the common school does not suffice for a basis of education in the higher institutions of learning, nor for an engagement by the high school graduate in a business sphere. Public opinion needs to be enlightened to a modification of the common school curriculum. Those who direct the higher spheres of learning, are those who should and do know the proper studies to be pursued by the seeker after knowledge, and as these have pointed out a rugged path to follow, it is the duty of the proper authorities to contribute their assistance to enable as many as possible to reach this path. This can best be accomplished by advancing the grades of the public high school.

The college stands in the same relation to the high school that the high school does to the grammar department of education. But that the high school graduate should have his faculties more thoroughly trained is of the utmost importance, inasmuch as his life at the end of the common school course is apt to be at a period where he is disposed to sophistry and superficial thought. He is also at that age when free and independent thought begins, and this, unless properly controlled, is apt to induce a self-opinionated nature, not conducive to the highest success in life.

#### HEREDITY AND EDUCATION.

Dr. J. H. Harris, Prin. Keystone Academy, Factoryville.—Each age transmits certain traits of its character to a succeeding period, and the innate tendencies of the child determine the nature of his career, inasmuch as they incline his pursuits to specific courses of learning. Ferguson did not become an astronomer by studying the stars, but studied the stars because he was an astronomer. Mozart composed pieces of melody before he was six years of age simply because he inherited the ability to do so. God creates a great man for every great occasion, but he works the result in his own miraculous ways, planting the germ ages before, and bringing it to maturity at the proper time. Again, knowledge is not a matter of memory but of character. Energy, persistence and mastery of the will determine the character of mental acquisitions, and what we reject or assimilate depends on what we are. But though the law of heredity is potent, it is not irresistible, and the chief function of the educator is to discover the tendency of each mind, stimulate it and nourish it along the proper line of study.

#### DISCUSSION.

Supt. M. G. Brumbaugh, Huntingdon.—The scheme of intellectual development comprehends an internal as well as an external factor—intuitive as well as empirical knowledge. The modes of sensibility, assimilation, etc., are modified by ancestral circumstances. There are two factors, however, which exert a salutary influence and limit the scope of heredity. The first is the tendency to imitation, but the more direct and potentially antagonistic factor is the personality of the soul, sometimes recognized as the spontaneity of the will, a persistent, continuous force which, educationally utilized, may lead to a discovery or cultivation of habits that develop a successful pursuit in life. If heredity were a blind, impelling force, from which no escape was possible, education would be superfluous, but the schoolmaster has it in his power to say what traits of the parent shall continue in the child. Let educators understand their duty and study human nature as developed in heredity, that the best possible results may be obtained.

Dr. Horn.—With the older psychologists he claimed that nothing hereditary exists in our natures, either physically, intellectually, or morally. We are what we make ourselves or what our educational influences make us.

Dr. Brooks.—I believe that there exists a profound truth in the law of heredity. Our nature, evolution, or the Divine hand has made us different. The Chinese have not the faculty of supreme education. I am not the product of my teacher alone but the age in which I live. The child inherits certain peculiarities, certain idiosyncrasies which affect his education. The teacher comes with his magic wand and brings to life the potentialities which may lie dormant. The man is made a philosopher who might be a mere clod or clodhopper. The child with his plasticity is like a piece of clay, to be molded at will, and though at birth he is imbued with certain ancestral traits, these are not a barrier to his progress in any direction.

#### EDUCATION VS. CRIME.

Supt. Joseph S. Walton, Chester.—Crime is a product, a result caused by an unbalanced functional activity. We may educate, we may impart knowledge, but unless we inculcate virtue we are simply starving one nature while we feed another, thus creating an abnormal development and insuring no safeguard against criminal tendency.

#### THE TEACHER'S TENURE OF OFFICE.

Nothing is so discouraging to a teacher as the uncertainty of his position. There are four grounds on which the dismissal of a teacher is justified—incompetency, negligence, cruelty, or immorality. The feverish excitement into which the school teacher of the United States is annually thrown by reason of his precarious appointment, impairs his usefulness and endangers the best interest of the pupil. Again, through negligence or lack of courage on the part of the proper authorities, incompetency is often retained in the school-room. What the teachers want is a civil service act that they may demonstrate that rotation in school is as detrimental as rotation in office.

#### THE ADVANTAGES OF ESTABLISHING INDUSTRIAL SCHOOLS.

Grand Master Workman Powderly, of Scranton, said: "Industrial schools should be established, not with

the ultimate object of making the pupil a tradesman, an artisan, or a laborer, but with the intention of keeping him abreast of the spirit of the times, as well as training his perceptions. The hand should be trained as well as the head and the heart. By so educating the student we open a new vista before him. The establishment of training schools is becoming an absolute necessity."

#### AMERICAN INSTITUTE OF INSTRUCTION, FIFTY-NINTH ANNUAL MEETING.

This association met at Newport, R. I., July 9, and closed its session July 13; J. Milton Hall, of Providence, was president, and R. G. Huling, of New Bedford, secretary. The following subjects comprised the program.

##### TUESDAY.

1. "The Study of History," Edwin D. Mead, of Boston.
2. "School Ventilation," by George D. Kimball, of Boston.
3. "English in the High School," W. H. Lambert, of Fall River.
4. "Woman's Higher Education," President Seelye, of Smith College.
5. "Early Inspiration," Hezekiah Butterworth, of Boston.

##### WEDNESDAY.

6. "Drawing in Schools," Bertha W. Hintz, of Boston.
7. "Electrical Science," A. E. Dolbear, Tuft's College.
8. "The Evolution of Character," by J. G. Fitch, England.
9. "A Trip among the Glaciers" by Hon. James W. Patterson, of New Hampshire.

##### THURSDAY.

10. "Vocal Music in Schools," by J. B. Sharland, of Boston.
11. "Genius and Circumstances," A. E. Winship, *Journal of Education*, Boston.
12. "Manual Training," Dr. Nicholas Murray Butler, of New York City.
13. "Education in Japan," by E. S. Morse, Salem.

#### NOTES AT THE AMERICAN INSTITUTE.

The attendance was quite large, probably 800, perhaps 900. There were several from the West. In fact the meeting was quite cosmopolitan. It is not so many years back that no one outside of New England was wanted, except to pay his dollar. It now seems to be almost a rival of the National Association. In some respects it is an advance on that. Everything moves quietly, and there is considerable solidity. Among the addresses, those of Drs. Fitch and Butler, easily took the first rank. The latter compelled surprise; such strong thought in one so evidently young. Dr. Butler is fast moving towards the first place as an educational thinker.

One of the good features was the giving of the entire afternoon for recreation; thus there was a fair attendance in the forenoon and evening.

There was much curiosity exhibited to know what was to be the result of the struggle in New York City. And it seemed to be a question whether Supt. Jasper would be able to hold on through the three years of his term. His resignation was uniformly predicted, because, it was said, "he does not understand the educational problems that are to be solved." A daily paper was printed, but it was hardly a success. It lacked editorial ability, somehow.

Supt. Meleney, now of Somerville, Mass. Supt. Dutton of New Haven, A. M. Kellogg of New York, Professor Greenough of Worcester, and Dr. Fitch, discussed the subject of "Manual Training," after Dr. Butler had finished his paper.

The address by President Butler is so important that, it is hoped, we shall soon find room to print it entire. It is one that will reward a careful study.

#### EXTRACTS FROM PAPERS READ AT THE MEETING.

Mr. Mead's paper on

##### "HISTORY"

was a long one and not directed specifically to work in the school-room. It had many excellent points in it.

From Mr. Kimball's paper on

##### "SCHOOL-ROOM VENTILATION."

To secure proper ventilation of a school-room there are certain fundamental principles or results that we must aim for. First, make your school-rooms of ample size, not less than 250 cubic feet of air space to each person and 20 sq. ft. of floor space. Provide ample means for introducing into the school-room a large amount of fresh air moderately heated and further means for the rapid removal of the foul air.

What methods should be adopted to secure the above results, is a question that has been much discussed, the plan that has worked well in one building has been a failure in another, but the matter has received more attention and more progress has been made during the past few years than ever before, and to-day we have a few examples of school-rooms that are fairly well ventilated. A very good plan for heating and a plan for ventilating where steam is employed was first used I think in Bridgeport, Conn., and was designed by W. R. Briggs, and since has been built in Newton, Mass., and other places, and has given good results. The fresh air is brought into the basement through a large cold air box, and is heated by passing through a series of steam coils so arranged that one or the whole can be used according to the temperature. From the coils the fresh air passes into the school-room at a height of eight feet above the floor; the teacher can regulate the amount of incoming air by a valve. The foul air is removed by passing under the teacher's platform into a large shaft where heat is applied causing a rapid upward movement of the foul air.

The Connecticut State Board of Health published in their third annual report a series of experiments made on this method of ventilating, and present good results. But this plan gives the best results where steam is used.

By this method it is the custom to use a large sized, ordinary coal stove which is surrounded by a jacket of galvanized iron, six and one half feet high, leaving a space all around between the jacket and the stove about eight inches wide; from the bottom of the jacket the cold air box is connected with the open air, the air passes through the cold air box to the stove where it is heated, and passes into the school-room over the top of the jacket, six and one half feet above the floor, from the floor of the room by means of large shafts which are heated by small stoves, thereby creating a rapid upward current.

I will quote a few figures from the paper of Dr. Pinkham to show the good results of a properly ventilated room

The carbonic acid in an unventilated room, at 11:30 A.M., was 20 parts in 10,000, while at the same time in a ventilated room 7 parts in 10,000; another unventilated room at 10 A.M., 28 parts in 10,000, and in a ventilated room same time 7-8-10 in 10,000. Now the even temperature in the several parts of the room is a matter of interest; the difference in temperature between the floor and the breathing line is 3-8-10° less in the ventilated rooms than in the unventilated, and this room recorded as unventilated was supplied with a vent flue and with window boards, but the flue was cold, consequently no draft, and the window ventilation was inadequate; of course we should aim to secure the same temperature for the floor as at the breathing line; the ventilated rooms show much progress in this direction, the temperature of the floor being 3° or 4° lower than at the breathing line, while in unventilated rooms 10° difference is not uncommon.

From Mr. Lambert's paper on

##### "ENGLISH IN THE HIGH SCHOOL."

Within recent years, certain judicious reforms have been effected in the matter of composition writing. The impossible virtues, which nobody knows anything about, have given place as subjects to social, historical, and political questions, concerning which a few people do pretend to have some knowledge, but of which happy few the pupil unfortunately is not one. Therefore, when these topics are presented, with the confidence of assured success, he resorts to the cyclopedias and other books of reference, and in due time presents, what? words and phrases empty and meaningless, sentences without force or significance, a garment of shreds and patches. The empty mill can grind no corn. If the mind has no material upon which to act, of course there can be no thought, and hence no expression. Facts or ideas, thought, expression is the order. The first wanting, the others must fail perforce.

Another defect is the assumption that pupils immediately, upon entering the high school, have donned the toga virilis, that in passing from the grammar school, by

some mysterious presto-change process, they have ceased to be children, and have suddenly attained their intellectual majority. From a concrete world of realities, they pass into the empyrean of abstractions. By the suddenness of the transition their vision is dimmed, and their footing made uncertain.

In the lower grades the exercises in language have been based upon facts within the horizon of the pupil's own experience, or upon material furnished by the lessons which are the subjects of daily study. It is in the same line that the work in the high school should be carried on. Abstracts of the reading lesson, transcriptions of elegant passages from classical writers, then a reproduction of the same from memory, imitating the beauties of style and the turns of expression, paraphrasing of appropriate selections, changing poetry into prose, summarizing lessons in history and science, such are some of the means at hand for training in language. Nor should these exercises be practiced irregularly and at wide intervals. No day should pass without an exercise in composition by every scholar. It is by much writing that facility is occasioned. By practice the will easily marshals the thoughts, that troop in orderly array out through the finger tips. If young people are to be trained to exactness in thinking they must be taught to write out their knowledge. "Writing makes the exact man." A lesson is more firmly fixed by writing it out than in any other way.

From Mr. Fitch's paper on the

##### "EVOLUTION OF CHARACTER."

The address began by a reference to the career and works of Charles Darwin, and to his researches into the phenomena and the laws of organic life. No one can study his work without being struck with the analogy between the world of the biologist, and the world of the teacher. There is, of course need to guard against reasoning too confidently from analogy, and from assuming that for all the laws which are formed and prevail in the development of plants and animals, there are similar laws affecting the formation of human character. Nevertheless, some of the resemblances between the two regions of observation are remarkable, and well deserve study. In the first place, it is important to observe that character is a product of growth, and not of manufacture. Whatever influence, therefore, a teacher wishes to bring to bear on the character of his pupil, must go deep enough to touch the springs of the life; otherwise it has no real or permanent influence on character. They are, as educators, concerned with what a pupil *knows*, because every thing thoroughly known and assimilated becomes the form of future knowledge. What the pupil does is also an important factor in the formation of his character, because every exercise of power helps to facilitate future efforts, and to form permanent habits. And a teacher is also concerned with what his scholars feel; because all real feeling helps to make up the sum of a learner's preferences and tastes, and therefore to determine the best of his character. But it is impossible to carry on school exercises in such a way as to have no abiding influence in any one of these three ways. Many of the laws of organic development are found to correspond closely with the laws of human progress. There is what might be called the law of *Environment*, in virtue of which the growth is largely determined by the surrounding conditions. A plant or animal develops well or ill in accordance with the state of the light and the air, the nearness or distance of food; domestication, wildness, and other conditions. Children in like manner are as much influenced by the normal atmosphere which they breathe in a school, by what is called its *tone*, its spirit, its cheerfulness, its indoor freedom, as by any of the former lessons which were learned. The most important of all the factors which make up the environment of a child at school is the personal character of the teacher himself; his temper, the sympathy and interest with which he enters into the feelings of his scholars, and helps them to do their best. Then there is the law of *Selection*. Almost every organic being is found to possess some power of selecting, from among the multitudinous conditions in which it is placed, those which are most favorable towards our development. Flowers turn to the light, climbing plants put forth their tendrils in the direction in which strength and sustenance can best be obtained. Among plants this selective power seems sometimes to be automatic. By many animals it is exercised almost unconsciously. But man is the only being to whom is given the power to know the law of natural selection, and to use it consciously, with a view not only to preserve his own existence, but to live more worthily. Individuals might be improved, and the race

itself might be indefinitely improved by laying hold of those influences from among those which surround them, which are known to be the best, and by refusing to be affected by those which are worst. Grant that we cannot choose the conditions of our life, it is at least in our power to choose by which of these conditions we will allow our characters to be most powerfully dominated. That is a very significant fact for the consideration of teachers, and one which once understood is soon to suggest many practical conclusions.

From Supt. Patterson's paper on the

#### "GLACIERS."

If we go forth into our fields and pastures we see rocks and boulders scattered promiscuously, and in countless numbers, which have been transported from their original beds by some giant force which dominated the world in a primitive age, but unknown since the historic period. If in our northern latitudes we lay bare the flanks of the mountains, we find the underlying ledges all ground and polished by some powerful engine of nature which has passed down their naked sides, plowing at intervals parallel furrows in their tough and unyielding surface. Everywhere over our northern hemisphere the Titanic workers of the olden time have dumped their mighty burdens of drift, above the stratified deposits of a yet earlier period, and the heterogeneous masses of mingled dirt, gravel, and boulders found among our mountains, and stretching east and west along our temperate zone, all point to a time when glaciers, like those of Greenland, moved over our continent and sent their mighty bergs into the sea. But whence came this power, and whither has it gone? is the question which naturally comes to every lip. There are abundant reasons to believe that this glacial force is periodic, like so many other of the operations of nature.

Several theories have been propounded, at different times, to account for the periodicity of glacial action.

That of Croll which accounts for the varying mean temperature of the earth by the revolution of the seasons, around the earth's orbit, and the changing eccentricity of the orbit itself, seems to be the most rational.

Winter at aphelion must be longer and colder than winter at perihelion, and the variation must increase with increase of the eccentricity of the orbit, and with the increase of the inclination of the axis of the earth to the plane of its orbit.

Our modern glaciers are produced like the ancient, by a low temperature acting upon the moisture of the atmosphere.

My personal observation of glaciers was in 1873.

One quiet September morning we left Lucerne, which nestles like a sleeping child, within the shadows of old Mount Pilatus, and taking steamer, glided down the lake of the four cantons to the foot of Rigi Culm. Thence we ascended the mountains by cars, and found ourselves on its grassy summit on one of the loveliest evenings of the season.

The atmosphere was so clear and translucent that the stars seemed to float just above our heads. Rigi stands in the center of a horizon studded with towering Alpine heights which form a circle three hundred miles in extent. As the sun went down the amphitheater within slowly filled with a sea of mist which hid from view one of the sweetest scenes this world can give. We retired early, and at four in the morning were roused by the Alpine horn that we might come out and see the sun rise above the eastern mountains. Some four hundred persons stood in the cool mountain air, like so many eastern fire-worshippers, waiting for the coming glories of the new day. At first a narrow ribbon of gold was seen to thread the sky above the eastern mountains. Just then, turning to the right, we saw that Jungfrau had caught a wisp of glory and unfurled it like a banner over the valley. It dripped down like molten gold till it touched Monch and Eiger, and crimsoned the Scherhorn and the Silberhorn with the roseate hues of morning. At last it touched the sea of mist that slept in the valley, and it rose up a thing of life, into thousands of strange and beautiful forms. Next, a dazzling silvery radiance was reflected from the dome of a cathedral or the spire of a church. Soon we began to see the red tiles upon the houses, and at last the full orb of day poured through the valley revealing a landscape of wonderful beauty. Then, for the first time, I saw, fifty miles away, a web of dazzling snow which had been woven in the clouds and rolled far down the side of the mountain into the sunny valley below. Later, I saw the sun rise on this glacier at a nearer view, from the summit of the Lauberhorn, and also witnessed the rush and fall of two mighty avalanches of snow from the loaded sides of Jungfrau. But my

closest study, and most exciting experience among the glaciers was at Chamouni.

The day after reaching the valley, three of us Americans determined to make the ascent of Mount Blanc. Having secured five Swiss guides, we were accoutered according to directions with heavy shoes having sharp spikes in the soles and heels, and with buskins around our lower limbs. Each man was armed with a long Alpenstock having a strong steel spike in one end; the guides took with them an Alpen axe and a coil of strong rope with leathern belts attached at intervals of about eight feet apart. Thus prepared we started on our trip up the glacier. For a time the ascent was easy, and we had little trouble. But after advancing some distance, we began to encounter long tracks or fissures in the ice which we were obliged to leap. As we advanced, the openings or crevasses became wider and more hazardous to pass. At length we came to one five feet wide, and descending to an unknown depth. Our leader stopped and buckled one of the heavy belts about his waist, and passed the next to me. I fastened this about myself, and handed the third to the second guide, and he to the next till we were all harnessed or roped together. Thus prepared, the foremost guide placed himself upon the edge of the crevasse and giving a spring, went over. We followed him in order till all were over. One of our number, a short heavy man, failed of a secure landing on the upper side, but the rope was strong, and we hauled him up, hand over hand. We continued to repeat this operation, till at length we struck a crevasse some twenty feet wide. Here we found a ladder with heavy spikes in the lower end, which one of the guides drove into the ice below the surface, and then dropping it on to the other side, let himself down to the ladder and ascended to the surface of the ice above. We all followed suit and were safely landed on the other side. So we continued to advance till we reached the Grands Mulets about four o'clock in the afternoon. Here, more than 10,000 feet above the sea, we spent the night, intending to complete the ascent the following morning. But a thunder storm which followed us up the mountain covered the glacier with a veneering of glare ice, and rendered further advance extremely dangerous, so that the guides refused to lead us to the summit.

It has been observed that there is a steady movement of objects lying on the surface of the glacier. But objects from the center are seen to advance more rapidly than those near its sides, which are retarded by friction with its banks. Hence we infer that the movement is not in mass but molecular.

Various theories have been started to account for this motion. It has been said that the weight of the snow above and behind the glacier pushed it down the inclined plane on which it rests. Undoubtedly a force of this kind must exist, but if that were all, it would advance as a solid block, which is not the fact.

Again, it has been contended that rains and melting snows percolating through the substance of the glacier, and then freezing, pushed it forward by the force of their expansion. But the glacier moves in winter when the ice does not melt, and in summer when it does not freeze.

Another has affirmed that ice, though brittle and seemingly unyielding, is plastic and gelatinous, and moves under pressure like tar and asphaltum.

Tyndall and Huxley rest a later theory upon an extended series of experiments and observations. Ice crushed into a granulated state if submitted to great pressure will readily take any desired form, and return to a solid and transparent condition.

So the glacier pressed by its own incalculable weight against an unyielding surface, is ground up and made to assume the structure of its channel, and to move forward like a viscous substance, and the very force which grinds it up restores it again to its transparent state.

We found the consistency of the Mer de Glace changed continually from the Seracs to the Chapeau. The snow at the source gradually took on a granulated form, which the French call *névé*, and as it advanced downward to where it alternately melted and froze, it was transformed into blue, transparent ice.

Whenever the glacier leaps suddenly downward in its track, it is broken up by its own weight. The lateral crevasses are caused by the strain put upon the ice by the unequal movement of the sides and the center of the glacier, and as the cracks open at right angles to the line of greatest tension, they generally curve upward, the convexity being up the stream. During the heat of summer it is a common thing to see one or more brooks coursing along the surface of the glacier, and dropping into fissures which they melt into the form of deep

wells. This water passes down to the bottom of the glacier, and mingling with the rocks which have been ground up by the friction between the ice and its bed, issues at the lower end in a turbid stream, which being drunk by the people, produces the strong tendency to goitre so common in some of the cantons.

From Mr. Winship's paper on

#### "GENIUS AND CIRCUMSTANCES IN EDUCATION."

The educative work of the school lies in the possibilities of that class that are called mediocre. The chief mission of philanthropy and education, is to reduce the number of stupid youths, and increase the number of talented ones. The mediocre must have all the possibility of the talented, placed in their reach.

The child's individuality must be respected. Genius has its root in individuality; this paves the way for genius. The school is only one of three great agencies, that aim at the child's improvement—the home, the school, and the church.

#### UNIVERSITY CONVOCATION.

The twenty-sixth annual convocation of the university of the state of New York convened July 10 at Albany. Representatives from many colleges and schools of the state were present and questions of great importance were discussed. Dr. Nicholas Murray Butler presented arguments in favor of manual training. He said that Comenius had prescribed the system as a part of the school curriculum over 250 years ago. Dr. Butler's paper was discussed by Supt. Cole of Albany, Chancellor Pierson, Dr. E. A. Sheldon, and others, all of whom favored the system.

#### "THE TRAINING OF TEACHERS FOR UNGRADED RURAL SCHOOLS,"

was a paper read by Dr. E. A. Sheldon. His suggestion that one elementary training school for teachers should be provided in each county, was approved by resolutions, and President Adams of Cornell, Principal Hill of Cook Academy, and President Dodge of Madison University were appointed a committee to confer with the state superintendent and the Board of Regents as to the practicability of so re-organizing the teachers' classes in academies as to meet the requirements of the country schools for better trained teachers and to urge legislative co-operation. Principals Clark of Macedon Academy, C. T. R. Smith of Lansingburgh, A. C. Hill of Cook Academy, Joseph E. King of Fort Edward, and Prof. C. E. Hawkins discussed the paper.

#### "SHOULD THE ELEMENTS OF FRENCH AND GERMAN BE REQUIRED FOR ADMISSION TO ALL COLLEGES?"

was presented by Prof. H. G. C. Brandt, of Hamilton College, who took the affirmative side presenting arguments in favor of it. Prof. S. H. White, of Cornell, and Prof. S. G. Ashmore, of Union College, discussed the paper.

"THE STUDY OF GEOLOGY AS A MEANS OF CULTURE," was presented by Prof. Alexander Winchell of the University of Michigan, in an address full of interest.

Principal F. B. Palmer, Fredonia Normal School, discussed the question,

#### "SHOULD ACADEMIC INSTRUCTION BE GIVEN IN OUR NORMAL SCHOOLS?"

It was followed by a paper on

#### "LIBRARIES,"

by Professor Melvil Dewey, director of Columbia College library. Professor Dewey urged that the state must recognize the library as an educational force and establish it in connection with the schools according to the system he had outlined.

The paper was discussed by Mr. J. H. Gilbert, Albany, and Mr. O. D. Robinson, of the Albany High School.

#### "THE PROVINCE OF UNIVERSITY FELLOWSHIPS,"

was presented by Daniel K. Dodge, fellow in Columbia College, and the discussion opened by President Ebenezer Dodge, Madison University. It was followed by a paper on

#### "COLLEGE ATHLETICS,"

by Russell A. Bigelow, Esq., New York City, which was discussed by Prof. B. I. Wheeler, Cornell University. Hon. Daniel H. Chamberlain, LL. D., of New York, delivered an address, entitled

#### "GREEK AND LATIN THE BEST MEANS OF THE BEST EDUCATION TO-DAY."

The meeting was characterized by an earnestness that made it interesting and of great value.

## THINGS OF TO-DAY.

The Chicago police discovered a dynamite bomb factory. [Why is this a cause for alarm? What experience have the police there had with dynamite? By whom was it used?]

Jay Gould is suffering from ill health. [Who is Jay Gould? What corporation does he control?]

A volcanic eruption occurred in Japan by which 400 persons were killed and 1000 injured. [What is the theory regarding such eruptions?]

The Mills Bill passed the House at Washington. [What are the provisions of this bill? What are the arguments for and against it?]

It is proposed to tunnel the Detroit River at Detroit. [What commercial advantage would such a work confer?]

Japan is building thirty-four new railroads. [What effect will the extension of commerce have upon the people?]

General Boulanger and Premier Floquet fought a duel with swords near Paris. [How do most people now regard dueling?]

It is said that Emperor William has spies to watch his mother, and that she is virtually a prisoner.

The largest gas well in the world is in operation at Canonsburg, Pa. [How is natural gas used? Where are the most gas wells found and why?]

A cyclone visited the New England and Middle States. [What causes cyclones? In what part of the United States do they usually occur?]

The nomination of Chief Justice Fuller was confirmed. [Who does he succeed? How are many high government positions filled?]

Rev. E. P. Roe, the novelist, died. [For what was he noted? What is the character of his works?]

## FACT AND RUMOR.

Dr. Oliver Wendell Holmes is to furnish the chapter on the Massachusetts dialect in the forthcoming book on Americanisms. [What are Dr. Holmes' characteristics as a writer? What are "Americanisms"?]

In an article in the *Forum*, Prof. Thurston says the world is waiting for inventors who will show how to do three things: to produce the electric current directly from the combustion of fuel, to reproduce the light of the glowworm, that is, light without heat, and to construct a successful air-ship. [What are the practical uses of electricity? What are its most recent applications? Why would it be economy to produce light without heat? How is the air navigated at present?]

There are 25,000 German and Bohemian workmen in New York who are in political affiliation with the Socialist party. [What is the Socialist party? Why do many look upon it with disfavor?]

The highest classical honor in London University has this year for the first time fallen to a woman, Miss Mary Louisa Worley, of Girton College, who gained the gold medal in classics at the annual examination for the M. A. degree.

The Italian government will collect and publish all charts and documents relating to Christopher Columbus and his discoveries. [How long since America was discovered? Why is this governmental action timely?]

Queen Victoria has given the balance of the Women's Jubilee Offering, amounting to \$350,000, to St. Catherine's Training Hospital for Nurses for the London poor. [What do you know of the condition of London's poor?]

Scrofula, boils, pimples, and all humors are cured by Hood's Sarsaparilla.

## NEW YORK CITY.

Mr. Joseph C. Hendrix was re-elected president of the Brooklyn board of education, Mr. John Cottier, vice-president. Secretary Geo. G. Brown was re-elected, and Mr. Jas. H. Tully was elected assistant secretary.

## BOOK DEPARTMENT.

## NEW BOOKS.

THE FUNDAMENTAL PRINCIPLES OF CHEMISTRY, Practically Taught by a New Method. By Robert Galloway, M.R.I.A., F. C. S. London: Longmans, Green & Co., and New York: 15 E. 16th street. 364 pp.

It has been the belief of the author of this volume, for years, in his educational work, that chemistry for beginners is not simplified as it needs to be, and the educational works upon the subject are unsuitable. With this in view, it has been his aim to make the plan of this work more in harmony with the laws of thought than chemical text-books are generally, when used for teaching junior students, as the student cannot be properly instructed in chemistry without having previously gained some knowledge of the physical properties of matter and physical force. Professor Galloway has commenced this volume with a course of physics suitable for a course of pure chemistry given later in the work. In the teaching of this portion, the exercises and illustrations have been selected to bear on the after course, and on chemical operations generally. The book is a large one and complete on all the subjects it treats upon. The first thirteen chapters are very full, and each one closes with a series of questions on the work done. Chapter XIV. treats of "The Mode of Expressing Chemical Changes," with exercises and an Appendix. Chapter XV. discusses the "Combination of Similar Atoms and Determination of Atomic Weights. Answers to the exercises close the book.

WILLIAM HENRY HARRISON, JOHN TYLER, AND JAMES KNOX POLK. By William O. Stoddard. New York: Frederick A. Stokes & Brother. 280 pp. \$1.25.

Another volume of the "Lives of the Presidents" is presented, and this time Mr. Stoddard has as faithfully and

graphically detailed the history of Harrison, Tyler, and Polk as the others which have preceded. In a series of nine chapters, the author gives to the reader and student, a valuable epitome of the eventful life of President Harrison, showing at the commencement his patriotic ancestry. Following are found the stirring times of his boyhood, education, choice of a profession, life as a brave and faithful soldier, his position as Governor of the Indiana Territory, duties, his intrepidity, eventful scenes in active life, his advancement to Congress, state senator, minister to Colombia, clerk of common pleas, and President. Mr. Stoddard has pictured all this with great clearness and accuracy, making the history a most valuable one.

John Tyler the tenth President, is as faithfully portrayed though not so fully as President Harrison. His birth, family, early education, admission to the bar, life in the State Legislature, election to Congress and the old-time politics are brought out in the first chapter, in a clear and interesting manner. The politics of the time, and stirring events in connection with them form a marked feature in the history of President Tyler.

The life of James K. Polk draws upon the sympathy of the reader from the start. His life in the back woods, his great hunger for books which must be appeased by becoming a clerk in a country store, his being able at last to attend school, and subsequent graduation draw upon the sympathy and interest of the reader in a marked degree. There is, perhaps, hardly a period in our nation's history more full of stirring life and activity, mental and physical, than the one covered by Mr. Stoddard in this volume.

MY WONDER-STORY. By Annie Kendrick Benedict. Boston: D. Lothrop Co. Franklin and Hawley Streets. 172 pp. \$1.50.

The idea of teaching children the principles of anatomy and physiology in the form of a story is both new and unique. It can be done, however, and Miss Benedict has accomplished a good deal towards it in preparing this volume, the contents of which are in keeping with the handsome binding and illustrations. The twelve chapters which compose it tell, How the bones are made,—The number of the bones,—How the bones are joined together,—Muscles, fat, and skin,—The organs that take care of blood,—The blood, and how it goes around,—How we digest our food,—The lymphatic system,—Our nerves,—The eye,—The ear,—Touch, taste, and smell. Jack and Florence represent, through the author, two bright inquiring children who are about to study anatomy and physiology. They use a microscope and investigate bone structure—blood, fat, skin, etc., thus seeing for themselves how these things look, using the senses as teachers. There can be no doubt that the method proposed by the author, to interest young people in the way their bodies are made, and of what they consist, is a most excellent one, and specially attractive. Technical terms have been avoided as much as possible, the text is fully illustrated, and the entire work a most useful one for schools or home, when used as a supplementary reader, or book for study.

THE ARABIAN NIGHTS. A Selection of Stories from Alif Laila Wa Laila. The Arabian Nights Entertainment. Selected and Edited by Edward E. Hale. Boston: Ginn & Co., Publishers. 366 pp. Boards, 40 cents; cloth, 50 cents.

For nearly two hundred years this wonderful book has been the delight of young people; the interest in it still continues and probably will for as many more years. The stories are pure narrative, narrative without any moral, or any object whatever, other than to give pleasure to the reader. They are not instructive, they do not illustrate any principle great or small, in life or society, and yet there is a charm about them which stands alone. There is but one genuine "Arabian Nights." The titles of the stories are in themselves amusing and attractive enough to chain the reader's interest. Take for instance,—The Story of the Young King of the Black Islands,—The Story of the First of the Three Ladies of Bagdad,—The Story told by the Tailor,—The Barber's Story of his First Brother. These are only a very few of the quaint and unique narratives in which the book abounds. They cannot be described. To be appreciated they must be read.

FOR FIFTEEN YEARS. A Sequel to "The Steel Hammer." By Louis Ulbach. Translated from the French. By E. W. Latimer. New York: D. Appleton & Co. 220 pp. 50 cents.

Any one who has read "The Steel Hammer" remembers the feeling of disappointment at the end of the story. It did not seem finished. The sequel, "For Fifteen Years," makes all plain, and is found to be a thrilling story—very entertaining, and a good ending to the first part. The murderer is seen to be Gaston Monterey, and the "Steel Hammer" is again brought out before the reader. There is a good deal of sadness in the story, and the reader's sympathies are enlisted in behalf of the real criminal's wife, Gabrielle Monterey. The volume is one of Appleton's "Town and Country Library" series.

A COUNSEL OF PERFECTION. By Lucas Malet. New York: D. Appleton & Co. 234 pp. 50 cents.

Dr. Casteen, as presented by the author, was a deep student—a very dry, hard man, made so by his life-long study of dry, hard material. Lydia, his daughter, lived a wearisome, though very dutiful life as her father's amanuensis, and followed his thoughts among the Greeks and Latins better than any one else he could find. The reader is in a state of quiet irritation all through, at the hardness of the father and the ease with which the daughter is imposed upon, and while the story is not at all exciting, there is enough in it to chain the attention, and please a taste for a quiet story. It would please the reader better, however, if Miss Casteen could have received her reward in this life.

THE MODERN DISTRIBUTIVE PROCESS. By John B. Clark, and Franklin H. Giddings. Boston: Published by Ginn & Co. 69 pp. 75 cents.

In this volume, the authors do not attempt a systematic restatement of the facts and laws of the distribution of wealth—little is said of them with the exception of interest and rent. It consists, rather, of studies of competition and its limits, of the nature and amount of profits, and of the determination of wages, in the industrial society of today. The aim of these "studies" is to analyze the natural group system of modern industry; to determine where within it competition is possible, and where combination is naturally invited; to ascertain the extent to which this movement checks individual rivalry; and to determine the nature and scope of that residual competition which is the

controlling principle of the new regime. These essays, originally published in the *Political Science Quarterly*, take especially into account the ethical consciousness of society, which not only sets up an ideal toward which it should tend, but by various effective ways promotes the natural movement in that direction. The book is composed of four essays, or chapters: I. The Limits of competition, by J. B. Clark.—II. The Persistence of Competition, by F. H. Giddings.—III. Profits under Modern Conditions, by J. B. Clark, and IV. The Natural Rate of Wages, by F. H. Giddings. Under these heads the subjects are fully treated, making the volume, though small, a valuable one.

EVE. A Novel. By S. Baring-Gould. New York: D. Appleton & Co. 362 pp. 50 cents.

The locality of this rather heart-rending story is the beautiful region of Devonshire, England, and the time of the circumstances from which it is evolved occurred eighty years ago. The "Eve" of the story is the third one in succession, each one being almost more unhappy and unfortunate than the other, and in a series of fifty chapters the author has portrayed in a stirring, life-like manner the characteristics of the three Eves, with other persons. The entire story has a fascination which continues all through. It is a pleasant book for a summer hour.

LIVING CREATURES OF WATER, LAND, AND AIR. For the Fourth Reader Grade. By John Monteith, M. A. Van Antwerp, Bragg & Co. Cincinnati and New York. 308 pp.

The object of McGuffey's Natural History Readers, of which this volume is one, is primarily, to give to children at home and in school interesting and instructive reading. No attempt is made to teach science, but the descriptions of animal habits and characteristics, that are represented will tend to stimulate a love of nature. Besides treating of animals, this volume enters the field of the lower groups of animal life, and tells about coral, sponges, clams, oysters, star fishes, snails, and crabs. Spiders and their interesting ways are noticed,—flies, mosquitoes, crickets, bees, ants, butterflies and moths, the silk-worm and its work, fishes, toads and frogs, snakes, turtles, crocodiles, with birds, their habits and characteristics. There are fifty-two chapters in the book, each one containing a valuable lesson. The illustrations given, are an important and valuable feature in the book. The binding, and appearance, within and without, are all that could be desired, while the type is unusually clear and good.

ESSAYS ON GOETHE. By Thomas Carlyle. Cassell & Co. 104 and 106 Fourth Avenue, New York. 192 pp. 10 cents.

These essays, by so eminent a writer, first taught readers in England to appreciate in some degree the breadth of Goethe's range of power, and sounded depths in him that were below the surface of their imagining. They represent Carlyle at the very outset of his career as a writer.

RECENT EXAMINATION PAPERS, for Admission to Harvard, Yale, Princeton, Sheffield Scientific School, and Columbia School of Mines. Selected and edited for the Use of Preparatory Schools. By John S. White, LL.D. Boston: Published by Ginn & Co. 324 pp. \$1.25.

In the compilation from recent examinations which this volume presents, the aim has been to select those papers which will give to the teacher in this higher work the best understanding of what the colleges demand, and the work is intended to be used as a regular text-book during the last year or two of the preparatory course. One full set of the papers given at the last examination of Harvard and Yale, are presented and a number of earlier examinations also, as practice papers. These contain analyzed sets of recent examinations together with suggestions regarding preparation for their respective examinations. Columbia and Princeton are also represented.

## LITERARY NOTES.

HOUGHTON, MIFFLIN & Co's recent edition of Blanche Willis Howard's "One Summer," comprises the Forty-sixth thousand copies of the work.

THE CENTURY COMPANY have issued "Gettysburg Made Plain," in which General Abner Doubleday gives a clear account of the campaign.

D. C. HEATH & Co. have prepared for publication some selected poems from Lamartine's "Premieres et Nouvelles Meditations."

IVISON, BLAKEMAN & Co. have just brought out a valuable book for teachers. It is "First Lessons in Wood-working," by Prof. Alfred G. Compton, of New York.

THE SCRIBNERS will publish in the Fall, Thomas Stevens' "Around the World on a Bicycle."

SCRIBNER & WELFORD have issued the third volume of the "Irving Shakespeare," containing Richard III, King John, Merchant of Venice, and Henry IV.

Pansy is an excellent magazine for young folks of from eight to fourteen. It is especially suitable for Sunday reading. D. Lothrop Company are the publishers.

THOMAS DOWNY, JR., & Co., Globe Building, Boston, have published a novel, that is destined to attract an unusual share of attention, entitled "The Doctor's Mistake."

TICKNOR & Co. have among the novels in their paper series, "Two College Girls," by Helen Dawes Brown, and the "Rise of Silas Lapham," by W. D. Howells.

## MAGAZINES.

In the July number of *Babyhood* is a popular article on "Bleeding from the Nose in Children," by Dr. J. B. Bissell, which mothers will find of interest. Another seasonable article is Dr. Chapin's on "The Dietetic Treatment of Indigestion and Diarrhoea."—The August *Phrenological Journal* has an article on the "Presidential candidates," which will make a great demand for this number.—The July number of the *American Garden*, published at 751 Broadway, New York, has bright and timely articles on the tree question, and company out-of-doors.—M. N. Forney contributes the Railroad article in *Scraper's* for August, entitled "American Locomotives and Cars." Prof. N. S. Shaler, in "Rivers and Valleys," describes some of the most picturesque scenery in this country. Robert Louis Stevenson tells of his arrest by a French Provincial magistrate when on the walking tour which succeeded the journey commemorated in "An Inland Voyage."—Among the articles in the July *Writer* of special value to literary people, are "The Filing of Clippings," "Type-Writer Compromising," and "New York as a Literary Field."



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Tommy: "Bout the size of the pumpkin that pa took first prize on at last State Fair."

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